



L.E.A.D. Academy Trust

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Relationship, Sex and Health Education Policy

Vision & Objectives

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From September 2020 the Government will rename Sex and Relationships Education to Relationships and Sex Education. RSE is used in this policy as an abbreviation of the new name from September 2020.

Vision & Objectives

Vision

At Noel-Baker Academy we believe that our high quality Relationships and Sex Education will stay with our pupils for life. RSE is about providing students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults.

Objectives

At Noel-Baker academy, our innovative RSE curriculum is fit for the world our young people are living in and we believe in empowering our students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. This approach will reduce the risk of unhealthy and abusive relationships. RSE is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice. We are committed to the important role that RSE plays in students' holistic education and build on the RSE programmes covered in Primary School. To this end, the central theme of *consent* underpins all of our RSE lessons and we introduce students to the importance of consent from Year 7 and this is revisited on a yearly basis and adapted to the age of each year group.

At Noel-Baker Academy our Relationships and Sex Education Programme will:

- Be age appropriate and differentiated to the needs of the students including SEN and any other disabilities that require a bespoke curriculum
- Present information in an objective, balanced and sensitive manner
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- Be fully inclusive of all genders, sexual orientations and all types of families (LGBT inclusive)
- Develop a clear understanding of the importance of consent; how to give, withdraw, ask for and recognise consent
- Reinforce the importance of loving relationships, rooted in mutual respect
- Explore the skills needed for effective parenting and how to assess one's readiness to be a parent
- To represent all types of families and to explore the different methods for starting a family
- To ensure that LGBT, people with disabilities and people from different ethnic minorities or cultures are positively represented in our curriculum
- Ensure students can identify the qualities of healthy and unhealthy relationships
- Allow students to examine the physical and emotional implications of sexual behaviour and to explore the arguments for delaying sexual activity
- Make students aware how and where to seek help if they are in an unhealthy or abusive relationship

- Prepare students for the journey from adolescence to adulthood
- Provide students with a safe environment to learn about sexual orientation and gender identity, reinforcing the importance of mutual respect and tackling LGBT misconceptions, homophobia, transphobia, bi-phobia and gender stereotypes
- Ensure that students have a clear understanding of sexual and reproductive biology, including knowledge of HIV and other sexually transmitted diseases
- Ensure students 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
- Place paramount importance on online safety and the risks of using social media and the internet for sexual purposes
- Develop students' understanding of the dangers of pornographic material

At Noel-Baker Academy, we include the statutory Relationships, Sex and Health Education within our whole-school PSHE Programme.

Legal Requirements

Under the Education Act (1993) and the Education Reform Act (1998) all schools are required to maintain a statement of Policy regarding RSE and make it available to parents on request. This policy complies with DfE Guidance on Sex & Relationships Education (0116/2000) and the supplementary guidance Sex & Relationships Education for the 21st century (2014).

From September 2020 the guidance document '*Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*' will become statutory. This document clearly sets out the curriculum content that secondary schools must deliver on RSE and Health Education. It also contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education. Unless otherwise specified, 'school' means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including pupil referral units.

See appendix 1 for government guidance document for schools.

Course Content

Definitions:

At Noel-Baker Academy, we use following definitions for Sex education and Relationship education as provided by the Sex Education forum:

“Sex education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.”

“Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future.”

(Sex Education Forum, 2020)

Relationships and Sex Education

Relationship and Sex Education will build on the teaching at primary level. It aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds. At Noel-Baker Academy we cover content on what healthy and unhealthy relationships look like and what makes a good friend, colleague and successful marriage or committed relationship. At the appropriate time, the focus will move to developing intimate relationships, to equip your child with the knowledge they need to make safe, informed and healthy choices as they progress through adult life.

Throughout their time at Noel-Baker Academy, students will be taught content regarding:

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

Health Education

Through Health Education we aim to give our students the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

Throughout their time at Noel-Baker Academy, students will be taught content regarding:

- Mental wellbeing
- Internet safety and harms

- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body
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RSE curriculum for SEND students

Where possible all students will remain with their tutor group for their PSHE/RSE lessons. Pupils with SEND or students who have been identified as likely to need social, emotional and mental health (SEMH) support with RSE will either receive the support of a Teaching Assistant during their RSE lessons, or arrangements will be made for specific students to be withdrawn from RSE lessons to receive a differentiated version of the RSE programme which will be delivered within the SEND department. Students will only be removed to receive a tailored programme if it is deemed necessary to meet their individual learning or emotional need. This will be decided in collaboration between the SENCO, Parent and PSHE lead.

At Noel-Baker Academy, in order to ensure progression and a spiral curriculum, we use Jigsaw, as our chosen teaching and learning programme and tailor it to our students' needs as it covers all areas of PSHE for the secondary phase including statutory RSE and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 1:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family, intimate relationships and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

See Appendix 2 for a more detailed outline of the curriculum in each year.

Sensitive or Controversial Topics

1. During Relationships & Sex Education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer students' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play. As a result staff who teach PSHE will receive training to support in the delivery of these topics.
2. If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting
3. Teachers will establish a set of ground rules so that young people are aware of parameters.
4. Students and Teachers should never be asked to disclose their sexual orientation or personal information about themselves or others
5. Teachers and students will show respect for all genders, sexualities and different types of families and cultures
6. Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the Academy's safeguarding procedures
7. Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.
8. HIV/AIDS - Informative discussions covering the transmission of the HIV virus may, by the very nature of the subject, include discussion of certain sexual acts and practices. Teachers will deal sensitively and objectively with information of this kind, and will always avoid the development of bias and prejudice. Teachers will challenge stereotypes and misconceptions about HIV.

Organisation and Delivery

1. Relationship and Sex Education and Health Education are taught through our tailored PSHE programme.
2. All students in years 7-10 receive 3, 30 minute lessons of PSHE a week and year 11 students, receive 2, 30 minute lessons a week where all RSE and Health Education content is covered.
3. In addition to their PSHE lessons, some content is also covered in assemblies as required.
4. Teachers and all those contributing to Relationships & Sex education will work within an agreed framework as set out in this policy
5. We will work with any external specialist organisations, consultants and healthcare professionals to ensure our curriculum reflects and enhances current best practice.

Our curriculum and explicit lessons are reinforced and enhanced in other ways across the academy:

- Assemblies,
- Praise and reward system,
- Learning Charter,
- Through relationships student to student, adult to student and adult to adult across the school.

- We aim to 'live' what is learnt and apply it to everyday situations in the school community. For example, all staff accept others for their differences and treat everyone with respect.

Working with Parents/Carers

1. Parental/carer 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 parent/carers in educating their children about these matters
2. Under the Education Act 1993, parents/carers have the right to withdraw their children from either part, or all, of the Sex Education programme provided by the Academy up until three terms before the child turns 16, at which age they can choose whether they wish to receive these lessons or not. However this does not include Health or Relationship education or aspects of Sex Education covered by the Science National Curriculum.
3. Should parents wish to withdraw their child, they must follow the below process:
 - 1) First contact is to be made with PSHE coordinator who will contact the parent to alleviate any fears or concerns or answer any questions they have. This usually alleviates a parent's concerns over the topics and the process stops here.
 - 2) If after this a parent is still wanting to withdraw their child from some or all of the Sex education topics, they are to put this in writing to the head teacher, making clear which aspects they are not happy with/which topics they are requesting a child removed from. As a result of this letter, the head teacher will make contact with the parent to again try to alleviate any fears or concerns they may have.
 - 3) If a parent is still wishing to remove their child from some or all of the sex education content, in most cases other than those in exceptional circumstances, the head teacher will grant this and alternative provision made for that child during the specific sessions taught.

Confidentiality

1. Effective RSE should enable and encourage young people to talk to a trusted adult if they are in a sexual relationship or contemplating being so. It is desirable but not always possible that that person should be their parent or carer. The law allows health professionals to see and in some circumstances to treat young people confidentially. Part of this process includes counselling and discussion about talking to parents.
2. When a member of staff learns from an under 16 year old that they are having, or are contemplating having sexual intercourse, or if a 16 year old student is contemplating having sexual intercourse with a student below the age of 16, they must refer the matter to the Academy's Designated Safeguarding Lead, who will lead on the most appropriate course of action in line with the Academy's safeguarding Policy.

The Role of Health Professions in the Delivery of Relationships and Sex Education

The Academy may work with health professionals in the development and implementation of the schools Relationships & Sex Education programme. Any visitors used to help in the delivery of the programme, will be clear about the boundaries of their input and will be aware of the Relationships & Sex Education curriculum, relevant school policies and their work will be planned and agreed in advance.

Monitoring and Evaluation

The implementation of this policy will be monitored and evaluated through the normal processes of Departmental Review that apply to all areas of the curriculum. The following are some of the ways that the curriculum is monitored and evaluated:

- Learning walks and observations
- Review of student books/work
- Student voice
- Staff voice
- Parental/carer feedback

Linked Policies/Strategies

- Anti-Bullying Policy
- Careers Strategy
- Equality Policy
- E-safety Policy
- Mental Health and wellbeing Policy
- Safeguarding Policy
- SEND Policy

Appendices

Appendix 1: Government Guidance

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Appendix 2: Breakdown of curriculum content

Autumn Term	Year 7	Year 8	Year 9	Year 10
Autumn 1 <i>Being Me in My World</i>	Unique me, differences & conflict, my influences, peer pressure, online safety, sexting, consequences, online legislation	Self-identity, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others. Active listening	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, grooming, radicalization, county lines, risky experimentation, positive and negative self-identity, abuse and coercion, coercive control	Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk
Autumn 2 <i>Dreams and Goals</i>	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, exploitation, emergency first aid	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online legal responsibilities, gambling issues	Personal strengths, health goals, SMART planning, links between body image and mental health, nonfinancial dreams and goals, mental health and ill health, media manipulation, self-harm, anxiety disorders, eating disorders, depression.	Impact of physical health in reaching goals, relationships and reaching goals, work/life balance, connections and impact on mental health, benefits of helping others, online profile and impact on future goals

	Year 7	Year 8	Year 9	Year 10
Spring 1 <i>Celebrating Difference</i>	Bullying, prejudice & discrimination, Equality Act, bystanders, stereotyping, challenging negative behaviour and attitudes	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multiculturalism, race and religion, prejudice, LGBT+ bullying	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Equality including in the workplace, in society, in relationships. Equality and vulnerable groups. Power and control
Spring 2 <i>Healthy Me</i>	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Long-term physical health, responsibility for own health, dental health, stress triggers, substances and mood, legislation associated with substances, exploitation and substances, medicine, vaccinations, immunisation Blood donation	Misperceptions about young peoples' health choices, physical and psychological effects of alcohol, alcohol and the law, alcohol dependency, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support	Improving health, sexual health, blood-borne infections, self-examination, diet and long-term health, misuse of prescription drugs, common mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics Organ donation Stem cells

	Year 7	Year 8	Year 9	Year 10
Summer 1 Relationships	Characteristics of healthy relationships, healthy romantic relationships, consent, relationships and change, emotions within friendships, being discerning, assertiveness, sexting	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, personal space, online etiquette, online privacy and personal safety, coercion, unhealthy balance of power in relationships, sources of support	Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, family planning, STIs, support and advice services	Sustaining long-term relationships, relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, revenge porn, grief-cycle. Divorce and separation, impact of family breakup on children, understanding love, fake news and rumourmongering, abuse in teenage relationships. Legislation, support and advice
Summer 2 Changing Me	Puberty changes, FGM, breast flattening/ironing, responsibilities of parenthood, types of committed relationships, happiness and intimate relationships, media and self-esteem, self-image, brain changes in puberty, sources of help and support	Types of close intimate relationships, physical attraction, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on body and brain changes, stereotypes Snapshot	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, family change, sources of support.

	Year 11
Autumn 1 <i>Being Me in My World</i>	Equality in relation to disability including hidden, consequences of not adhering to Equality Act, employers' responsibilities, benefits of multicultural societies, impact of unfair treatment on mental health, misuse of power, campaigning for equality
Autumn 2 <i>Careers</i>	Careers programme designed by our Careers coordinator
Spring 1 <i>Celebrating Difference</i>	Equality including in the workplace, in society, in relationships. Equality and vulnerable groups. Power and control
Spring 2 <i>Healthy Me</i>	Managing anxiety and stress, exam pressure, concentration strategies, work- life balance, sexual health, hygiene, self-examination, STIs, sexual pressure, fertility, contraception, pregnancy facts and myths, identifying a range of health risks and strategies for staying safe
Summer 1 <i>Relationships</i>	Stages of intimate relationships, positive and negative connotations of sex, protecting sexual and reproductive health, safely ending relationships, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, "coming out" challenges, LGBT+ media stereotypes, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support