



# THE THOMAS ALLEYNE ACADEMY RELATIONSHIPS AND SEX EDUCATION POLICY

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## **POLICY STATEMENT**

Relationships and Sex Education (RSE) is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexual relationships and feelings (Sex Education Forum 1999).

The Hart Schools Trust (HST) believes that a Sex Education Programme is an educational entitlement of all students. By carefully considering our cross curricular programme and its delivery, we can play an important part in helping students prepare for adult life. Sex education is not a task for the Trust in isolation. We aim to work with parents/carers and outside agencies to ensure that the teaching of sex education reflects their expectations and complements teaching at home.

There are three main elements to the delivery of RSE:

- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills

## **AIMS**

- Give accurate age-appropriate information about physical and emotional changes at puberty, the structure and function of the reproductive organs, the process of conception and birth and methods of contraception
- Widen knowledge and understanding about related health and social issues and to help students to recognise their growing responsibilities for health care and to be aware of the dangers of casual and promiscuous sexual activity (including information about AIDS and other sexually transmitted infections)
- Help students understand the legislation relating to sexual behaviour, gender and equal opportunities and to make them aware of the statutory and voluntary organisations which offer support in relationships
- Help students develop an appreciation of the possible consequences of their choices and actions, including an awareness of the risks and dangers and to learn to recognise and avoid exploitation and abuse. Students will be educated in the safe use of online technology and laws regarding sexual activity online.
- Ensure that students know how and where to gain information and appropriate support and advice in school, locally and nationally
- Help students develop a positive self-image and to behave with dignity and respect for themselves and others
- Provide an opportunity for students to explore their attitudes and feelings towards sex and sexuality including their fears and uncertainties, including considering and understanding moral dilemmas
- Help students to develop an awareness of social and moral considerations in relation to sexual behaviour and sexuality and an awareness of the concept of equal opportunities and responsibilities between the sexes. Promote understanding, respect and sensitivity towards other people's beliefs and traditions
- Encourage students to appreciate the benefits of stable relationships, family life and the responsibilities of parenthood

- Help students to identify key indicators for healthy and unhealthy relationships, and understand how to take action when a relationship may feel unhealthy
- Help students develop their interpersonal skills as a basis for developing positive relationships with others
- Enable all students to understand the role of peer pressure in influencing decision making and to develop the skills and confidence needed to resist negative pressure by developing skills in communication and assertive behaviour

## **ORGANISATION AND DELIVERY**

- RSE at secondary level is not delivered in isolation within the curriculum but forms part of a complete programme of guidance and development for students. Biology, for example, covers much of the physical components of the mandatory sex education programme, and values are covered throughout the entire subject repertoire
- The main component of RSE is delivered in Personal, Social, Health and Economic Education (PSHE). The programme is taught by teachers who receive opportunities for training and support to ensure they develop the skills, knowledge and confidence to teach the programme effectively.
- External professionals and theatre companies contribute to the delivery of RSE in school and form part of the planned programme. They are chosen carefully to fit into the stated aims and objectives of the school's RSE policy and to enhance the overall educational experience. All visitors are supervised/supported by a member of staff at all times. The input of visitors is monitored and evaluated by staff and students and this evaluation informs future planning.
- Throughout the course of teaching, a variety of sensitive issues will inevitably be explored. Since an individual's sexuality is a highly personal matter, the teaching of RSE will place emphasis on the need for understanding and awareness of sexual preference across the spectrum of human sexuality and will include inclusive language and references to LGBT relationships.

## **MONITORING**

- It is recognised the RSE has to be regularly revised in line with new legislation. New resources will be reviewed at regular intervals where appropriate.
- The monitoring of RSE teaching and learning will be carried out according to the school's internal monitoring cycles. Progression and assessment are an integral part of RSE planning and delivery.

## **CONFIDENTIALITY**

- Staff cannot promise confidentiality to a student and this should be made clear to the students from the outset. Ground rules on this should be made clear in sex education lessons. Students should be made aware that systems and procedures, which may be involved on referral of a specific problem or issue are there as part of the caring and supportive nature of the schools. Students should be encouraged to discuss their concerns with their parents/carers first.

- Teachers can provide information to all students about types of contraception and where they can be obtained, as part of the National Curriculum.
- Teachers can provide all students with information about where, and from whom, they can receive confidential advice, but they should not provide that detailed confidential advice themselves.
- Disclosure or suspicion of possible abuse should be discussed with the school's Designated Senior Person, where the school's child protection procedures will be followed.
- Our School Health Advisor is guided by the Fraser Guidelines, which provides guidance for health professionals, and details of these are provided in the DfE document Sex and Relationships Education (2000).
- <https://www.gov.uk/government/publications/sex-and-relationship-education>
- Staff needing specific advice on confidentiality in this area (including disclosure that an under 16 year old is sexually active) should consult the Designated Senior Person in each school.

### **WITHDRAWAL**

- Parents/Carers have the right to withdraw their children from all or part of sex education that does not form part of the statutory National Curriculum. Those parents/carers wishing to exercise this right will be invited in to see a member of the academy leadership team who will explore any concerns and discuss the impact that withdrawal may have on the child. If a student is withdrawn, all relevant colleagues must be informed of this.

### **LINKED POLICIES**

Online Safety Policy