



# Relationships and Sex Education (Secondary) Policy

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## Document provenance

This policy was approved as follows –

Board of trustees: Education Committee

Date: Sept-18

Frequency of review: two years

Next review date: Sept-19 [legal updates]

ELT Owner: Director of Education

Author: Regional Education Director - North

### Summary of changes at last review:

- Title
- Scheme of work
- Withdrawal of parental consent from 2019

### Related policies

- Relationships Education (primary) Policy

### Summary of policy:

The policy outlines the legal framework around relationship education for primary school pupils, indicative curriculum and confirmation that from 2019 pupils cannot be withdrawn from these lessons by their parents.

# Relationships and Sex Education (Secondary) Policy

## **1. Introduction and Purpose**

Relationships education is a key part of helping children and young people to stay safe and be well-prepared for life in modern Britain. This policy outlines the legal framework around relationship education for primary school pupils, indicative curriculum and confirmation that from 2019 pupils cannot be withdrawn from these lessons by their parents.

## **2. Scope**

This policy applies to all teaching staff at E-ACT secondary academies.

## **3. Legislation and Regulation**

3.1 The legal framework comes into effect from September 2019 and is an amendment to the Children and Social Work Bill of 2017. Section 34 states:

- a. Relationships education to be provided to pupils of compulsory school age receiving primary education at schools in England;
- b. Relationships and sex education to be provided (instead of sex education) to pupils receiving secondary education at schools in England.

3.2 The regulations must include:

- 3.2.1 Schools to make statements of policy in relation to the education to be provided, and to make the statements available to parents or other persons;
- 3.2.2 The circumstances in which a pupil (or a pupil below a specified age) is to be excused from receiving relationships and sex education or specified elements of that education.

3.3 When relationships education or relationships and sex education is given, the pupils learn about:

- 3.3.1 Safety in forming and maintaining relationships,
- 3.3.2 The characteristics of healthy relationships, and
- 3.3.3 How relationships may affect physical and mental health and well-being, and

3.4 The education is appropriate having regard to the age and the religious background of the pupils.

## **4. Policy Statement**

4.1 The relationships education programme reflects the academy's philosophy and ethos to encourage the following values:

- 4.1.1 Respect for self
- 4.1.2 Respect for others
- 4.1.3 Responsibility for own actions
- 4.1.4 Responsibility for family, friends, school and the community

4.1.5 Respect for the institutions of civil partnership and marriage

4.2 The academy aims to:

4.2.1 Help pupils to respect themselves and others

4.2.2 Support pupils through their physical, emotional and moral development

4.2.3 Develop skills and understanding to enable pupils to make healthy responsible choices about their health and wellbeing

4.2.4 Help pupils move more confidently and responsibly into adolescence

4.2.5 Help pupils to learn about the full range of different relationships in modern Britain

4.2.6 Help pupils to keep themselves safe from inappropriate behaviour.

## **5. Coordination and Implementation**

5.1 The proposed content of the education is attached at appendix 1

5.2 Relationships education is coordinated by the PHSE coordinator and delivered through:

- Themes and Topics across the curriculum e.g. in RE, history and dedicated PHSE lessons
- The science curriculum
- Pastoral, circle time and assemblies

### **5.3 The role of the parents**

5.3.1 We wish to build a positive and supporting relationship with the parents of children at the academy through mutual understanding, trust and cooperation. In promoting this objective, we:

- Inform parents about the academy's relationship education policy and practice;
- Answer any questions that parents may have about the relationship education of their child;
- Inform parents about the best practice known with regard to relationship education. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

5.3.2 From September 2019, parents no longer have the right to withdraw their child from all or part of the relationships education programme that we teach in our academy. Until then, if a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the head teacher, and make it clear which aspects of the programme they do not wish their child to participate in.

5.3.3 We arrange a meeting for all parents and carers of children in Year 6 to discuss this particular programmed of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

## **6. Training**

6.1 Head teachers are responsible for organising the training of staff.

## **7. Responsibilities**

7.1 The following responsibilities apply in relation to this policy:

7.1.1 Board of Trustees is responsible for evaluating the impact of the policy and for reviewing it annually.

7.1.2 National Director of Education and the Regional Education Directors are responsible for monitoring the implementation and impact of the policy.

7.1.3 Head teachers are responsible for implementing the policy.

## **8. Monitoring and Compliance**

8.1 This policy will be monitored in Regional Performance Boards throughout the year.

## **9. Review**

9.1 This policy will be reviewed every two years by a Regional Education Director and by Trustees.

## Relationships and Sex Education (Secondary): Programme Content

Pupils will be taught:

- I. Safety in forming and maintaining relationships
- II. The characteristics of healthy relationships
- III. How relationships can affect mental health
- IV. How relationships can affect physical health

### Year 7

- “Changing me - my story” by Tom Daley: Understand how an individual’s behaviour can impact on a group
- Establish with the children that there are different ways that people gain power over others and that they can only use this power if you let them.
- Types of difference which could cause conflict, e.g. race, religion, disability, gender, sexuality
- Create relationship web pictures to illustrate the different relationships within a modern family e.g. TV family (Simpsons, Modern Family, etc)
- Explain how girls’ and boys’ bodies change during puberty and understand the importance of looking after themselves physically and emotionally
- Discuss body parts and any worries or questions they have about puberty
- Understand how being physically attracted to someone changes the nature of the relationship
- Revisit puberty. What it is and how it affects people mentally (hormones) and physically
- Discussion on hygiene and its importance as our bodies change.
- Look at a variety of issues that can have an effect on mental and physical health and wellbeing including self-image, personal hygiene and choices of relationships.
- Give definition of self-esteem. Things that boost self-esteem. Things that damage self-esteem. Difference in behaviour between someone with high and someone with low self-esteem.
- Describe how part of our emotional development lies in knowing ourselves and how we are likely to respond to different situations, in being able to talk about our feelings and understanding why events have the effect that they do on us.
- Important qualities needed in a good friendship. Strategies they can use to make new friends, maintain friendships. Discuss balance of power in friendships and when a friendship is unhealthy e.g. peer pressure to break the law or to act violently. Strategies they can use to cope when friendships go wrong. Have a heightened awareness of the importance of sticking up for what they know to be the correct way of behaving in a difficult situation and will have developed some of the skills needed to do this. Consider ways of dealing with peer pressure.
- Scenarios: A student reports that they have a friend below the age of consent who is having sex with a twenty year old.
- A student is making aggressive sexual advances towards another, unwilling, student.
- A young person discloses abuse by a step-parent.
- A student is being pressured by their boy/girl friend to have sex.
- Embarrassing private photos taken whilst in a relationship are being circulated amongst peers

(or the threat of circulation is being used as blackmail)

- A student finds porn on the family computer.
- A student willingly participates in suggestive chats online (by text etc), but the tone of the chat begins to cause concern, and the YP is afraid of the role they may have been perceived to play.
- A young person divulges that they are beginning to question their sexual orientation
- A young 15 year old women discloses that she thinks she might be pregnant

## Year 8

- Knowledge and understanding about different types of contraception.
- Safer sex including in same-sex relationships, in relationships where there is a disability e.g. blind, mutism.
- Sexual disease and dispelling myths: Tell them you have Chlamydia. Ask all those who shook your hand to stand. Ask all who shook hands with them to stand and so until everyone is standing. Ask the class: 'What does this tell us?' (Chlamydia is one of the most common sexually transmitted infections (STIs). If untreated it can become painful and cause serious health problems such as infertility. It is easily treated by a course of antibiotics).
- Scenario: Julie and Naseem are very much in love, have decided they want to have a full sexual relationship but do not want to have a baby yet because they haven't got a house together and are in good jobs. What are their choices - e.g. condoms, pill, coil, cap, implants, no penetration, withdrawal, sterilisation, vasectomy? Which of these will protect from pregnancy only, and which ones will protect against pregnancy and sexually transmitted infections? Discuss the merits/ disadvantages of each method.
- Discuss the idea of consent and not consent.
- Using the contraceptive display kit. Discuss contraceptive and the leaflets which accompany them. Students should consider: How it works; How reliable it is; How easy/difficult to use; Where you can get it from; Good points about using it; Bad points about using it; What you have to remember to use it effectively.
- Qualities that make a relationship work well. Ways of starting a relationship. Appropriate ways of ending a relationship. Inappropriate/cruel ways of ending a relationship.
- Learn about the different types of marriage and civil partnership
- Learn about some religious perspectives on marriage, sex and relationships

## Year 9

- Discuss the idea of under-age sex.
- Understand the idea of monogamy. Understand that in some cultures you can have more than one wife/husband.
- Understand what the law says about consent, under-age sex etc.
- To discuss the correct use of condoms as a means of preventing unwanted pregnancy and STI's including HIV/AIDS. Students know how to protect themselves and their partner from unwanted pregnancy and STIs. Know how different STIs are transmitted and caught.
- Establish the link- between education and sexual health service provision.

- Explain that the doctors at the genitor-urinary medicine (GUM) dept. are anxious that every student leaving school knows that safer sex is important, even lifesaving, and can prevent many of the consequences of STI's including HIV.
- Read together the sheet and diagram 'How to put on a condom'. Demonstrate, using a condom demonstrator, how to put on a condom. Know to: check the kite mark or EU standard on the packet; check the sell by date on the packet; check the packet/condom has not been tampered with. Know that oil-based lubricants perish rubber, so baby oil or Vaseline cannot be used. KY Gel is appropriate as a lubricant. Discuss the environmental issues around condom disposal: not down the toilet as it pollutes our rivers and estuaries and harms wildlife. Dispose, wrapped, in a waste bin, for land infill or incineration.
- Understand the term, 'safer sex'. Establish that the only SAFE sex is non-penetrative and without the exchange of body fluids. Make reference to different types of relationship, e.g. gay, lesbian and bisexual sex, sex with a prostitute, one night stands; transgender sex.
- Scenarios (examples below)
  - Paula is 16 and is thinking about having intercourse with her boyfriend Mahmood who is 19. She does not know much about Mahmood's past sexual relationships and is too shy to ask him. He treated her to presents, gifts, alcohol etc. She knows he will not like the idea of using condoms.
  - Ryan is 17 and about to go on holiday to Faliraki with his mates. To Ryan, this means booze, drugs and women.
  - Fiona is 15 and a lesbian. She is having her first sexual relationship with Janet. Janet is 20 and has a 2 year old son.
  - Kevin is 17 and gay. He has just started his first sexual relationship with Oliver who is 26. Oliver has had a number of sexual partners in the past.
  - Denise is 17 and not interested in having a steady boyfriend. She sometimes has sex with men she meets at clubs. She prefers not to become involved.
  - James is a transgender boy who was identified at birth as a girl. He wants to build a relationship with a girl he has met through a chat room who suggests going to her house to meet her friends.

## Year 10

- Learn about abortion and services that support and help people to make responsible, well informed decisions which affect their lives.
- Symptoms and treatment of STIs and latest statistical data e.g. the rate of STI's in Britain rank as the highest in Europe. In recent years rates have soared: This includes HIV, Chlamydia, Syphilis, warts and Gonorrhoea.
- Understand and learn about breastfeeding. Learn the downfalls of breast implants including inability to breast feed.
- Revise the idea of consent and learn about what constitutes rape and sexual assault.
- Scenarios: Sarah is 13 and is going to the youth clinic to get the pill. Her boyfriend is 15 and she's been going out with him for three weeks. He has told her he'll have to find someone else if she won't have sex with him.
- Darren is 15. All of his friends say they've had sex. He's decided he's going to have sex before he turns 16 next month.
- Nadya is 16 and was at a party at the weekend and has drunk cider. She wakes up on the bed

with her clothes out of place.

- Watch the DVD 'Offside' - A video on appropriate Teenage Relationships by Barnardos – what are some of the consequences for Andrew. What might happen if Andrew apologises for his behaviour? How might the other boys and Sara's friends react to an apology? How might Sara react?

## Year 11

- Different adults / professionals within the school who might be able to help (Sexual health worker, school nurse, connexions PA, youth worker, teacher, LSA, Community Safer Sex project worker, family doctor, GUM Clinic etc). Describe what they do, the service they offer. Include sexuality groups, transgender groups, racial heritage groups, faith groups.
- Long Acting Reversible Contraception (LARC) methods: -Injection such as depo -IUD coil -IUS Intrauterine System- hormone implant -Implants (Implanon). Include the pill as a method to be considered Students to complete comparison chart as
- Pressures: social, sexual, academic, relationship can cause depression - increase in teenage suicide rate. A high proportion have at least one personal worry. Parental values and support continue to be important to the adolescent.
- Body image especially in girls: anorexia and bulimia.
- Skin complaints.
- Pornography and how it can destabilise relationships and skew what sexual relationships are like.
- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice
- Manage emotions associated with changing relationships with parents and friends
- How to challenge offending behaviour
- How to respond emotionally to the range and depth of feelings within close relationships
- The way in which hormonal control occurs, including the effects of the sex hormones
- Some medical uses of hormones including the control and promotion of fertility
- How gender is determined in humans and understand the idea of gender fluidity and gender neutral.
- How the foetus develops in the uterus
- How the media influence understanding and attitudes towards sexual health
- How good relationships can promote mental well-being
- The risks of early sexual activity and the link with the use of alcohol
- The benefits of civil partnership/marriage or a stable partnership in bringing up children