

CASTLE MANOR ACADEMY SEX AND RELATIONSHIPS EDUCATION POLICY



Date Approved	January 2020
Signed	(Chair of Local Governing Body)
Name	Justine Dawkins
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Date of Next Review	January 2022

Sex and Relationships Education Policy

1. Statutory Guidance

This policy is written in accordance with the Statutory Guidance from the Department for Education. Schools must have regard for this guidance from September 2020, but as an “Early Adopter”, Castle Manor Academy has chosen to have regard for this guidance from September 2019. For the academic year 2019-2020, schools must also have regard for the Department for Education Guidance from 2000.

2. Principles and aims

At Castle Manor Academy we teach Relationships and Sex Education as set out in this policy.

Relationships and Sex Education (RSE) is designed to ensure that our students are taught and learn the knowledge and life skills they will need to stay safe and to develop healthy and supportive adult relationships, learning to deal particularly with the challenges of growing up in an online world. RSE is lifelong learning about physical, moral and emotional development. It is about understanding the importance of relationships for successful family life, recognising stable and loving relationships in all their forms and promoting respect, love and care. It is therefore also important to educate our students in the more negative aspects of relationships, including emotional and physical abuse, grooming, sexting and other credible risks in relationships.

It is also concerned with the teaching of sex, sexuality, and sexual health as part of a loving and trusting relationship, creating a positive culture around issues of sexuality and relationships. It is not, however, about the promotion of sexual orientation or underage or legal sexual activity. The curriculum prepares pupils for puberty and gives them an understanding of sexual development and the importance of health and hygiene. It teaches students the correct vocabulary to use to describe themselves, their bodies and their relationships.

The RSE programme as delivered through Health and Relationships lessons, Science lessons, and ICT lessons at Castle Manor Academy will help young people learn to respect themselves and others and move with confidence from childhood through adolescence and into adulthood.

The RSE curriculum at Castle Manor Academy aims to provide a framework in which sensitive discussions can take place. It helps students to develop feelings of self-respect, confidence and empathy.

3. Policy Development

This policy has been developed in consultation with staff, pupils and parents. All staff and parents have been given the opportunity to look at the policy and make recommendations. The policy has been informed by student responses to the 2019 Suffolk Healthwatch Survey. The policy was then ratified by Governors.

4. Curriculum

Our Curriculum is laid out in the long-term plan in Appendix 2. However, due to the nature of the subject, this can be adjusted and amended in accordance with need at a particular time. Our long-term plan reflects the published government programme of study which is in Appendix 1.

5. Delivery

At Castle Manor Academy, RSE is taught within Religious, Health and Relationships Education (RHRE) lessons, which are weekly for all students. Biological aspects of RSE are also taught in Science. Online aspects of RSE are also taught in ICT lessons in Years 7 to 9 and other aspects are included in Religious Education. Students in Years 10 and 11 also receive stand-alone sex education workshops delivered by trained school nurses once per year.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

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

For more information about our RSE curriculum, see Appendices 1 and 2.

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).

Health professionals, social workers, youth workers, peer educators, and visitors all have a part to play in delivering sex and relationship education and should abide by the school's policies.

Parents are key stakeholder s in teaching their children about sex, relationships and growing up, but we understand that many parents find it difficult to talk to their children about these topics. Castle Manor Academy supports parents in this role and works in partnership with parents to ensure that the delivery of RSE is appropriate and relevant.

6. Roles and responsibilities

The Governing body will approve the RSE policy and hold the headteacher to account for its implementation.

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from the non-statutory components (see below).

Teachers of RSE 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 components of the curriculum

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. RSE is taught by a number of different teachers across the school, led by a member of the leadership team.

All teachers delivering RSE lessons will ensure that ground rules are clearly communicated to all students when dealing with sex and relationships education. Teachers should not ask direct personal questions of their students and correct scientific language will always be used.

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Students should not ask direct personal questions of their teachers.

7. Confidentiality and safeguarding

Students may confide in a member of staff concerning their personal problems. In such cases, staff should declare, in advance, a contract to the effect that they are only willing to accept such confidence on condition that they are trusted to use the information given in the best interests of the child. Students may also disclose information unintentionally as part of a class discussion.

If such a disclosure gives rise to a safeguarding concern, the staff member should fill out a safeguarding concern form and hand it to one of the Academy's designated safeguarding officers, without delay. All safeguarding concerns should be discussed with one of the Academy's designated safeguarding officers.

Particular care must be exercised in relation to contraceptive advice to students under 16, for whom sexual intercourse is unlawful. To give individual advice on such matters without parental consent would be an inappropriate exercise of a teacher's professional responsibilities. Accordingly, a teacher approached by a student for specific advice on contraception should encourage the student to seek advice from his/her parents, and if appropriate from their GP or school nurse. This section of the policy is applicable to all staff and not just those delivering RSE.

8. Parents' right to withdraw

From September 2020, parents have the right to withdraw their children from the *non-statutory* 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.

In practice, from September 2020, this means students can only be withdrawn from sex education. They cannot be withdrawn from science or from relationships education

Requests for withdrawal should be put in writing to the Headteacher. At Castle Manor Academy, sex education is taught throughout the year in all year groups, so parents will need to address

their request for withdraw their child from sex education **at the start of each academic year that their child attends the school.**

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

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

During the academic year 2019 to 2020, parents can request to withdraw their child, using the same procedure outlines above, from all sex and relationships education.

9. 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 headteacher 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.

10. Monitoring arrangements

The delivery of RSE is monitored by Mrs Horne, Assistant Headteacher through: lesson observation, work scrutiny, moderation of assessments and learning walks.

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

This policy will be reviewed by the leadership team and the Governors every three years.

Appendix 1: Statutory Curriculum Guidance

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • 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 • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • 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, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes 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 in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • 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 equal

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including 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
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • 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 • 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

Appendix 2: Long term plan

Health and Relationships Education

Year 7 Curriculum map 2019-2020

RELATIONSHIPS					
<p>Respectful relationships Respecting others, courtesy and manners, self-respect and how we expect to behave in school</p>	<p>Friendship <i>Friendship: importance, choosing and making friends, what makes a good friend, ups and downs of friendship, working through problems without using violence, trust, conflict, help and advice; online and face to face relationships</i></p>	<p>Bullying <i>Different types of bullying including cyber-bullying, impact of bullying, responsibilities, how to get help, stereotypes and how they can be unfair. Trolling, online abuse and harassment.</i></p>	<p>Families 1 <i>Importance of family for love, security and stability. What does healthy family life look like? What do different committed, stable relationships look like?</i></p>	<p>Families 2 <i>How relationships contribute to happiness. The importance of happy relationships in bringing up children. How to recognise and what to do if families are unhappy or unsafe</i></p>	<p>Consent <i>Importance of permission seeking in all relationships; body belongs to them; responding to adults they do not know; how to report feeling unsafe; where to get advice; responding to adults online</i></p>
HEALTH					
<p>Physical wellbeing 1 <i>Risks of unhealthy eating and unhealthy lifestyles focusing particularly on tooth decay and obesity</i></p>	<p>Physical wellbeing 2 <i>Drugs, smoking and alcohol</i></p>	<p>Physical wellbeing 3 <i>Health and prevention focusing particularly on sun damage.</i></p>	<p>Physical wellbeing 4 <i>Importance of sleep, healthy teeth, personal hygiene including handwashing,</i></p>	<p>Physical wellbeing 5 <i>The early signs of physical illness and unexplained changes in the body. How and when to seek support if worried about their health</i></p>	<p>Basic First Aid <i>Making a 999 call; dealing with common injuries</i></p>
HEALTH					
<p>Emotional Wellbeing 1 <i>Mental wellbeing as a normal part of daily life; normal range of emotions and scale of emotions; judging whether how we are feeling is appropriate and proportionate</i></p>	<p>Emotional Wellbeing 2 <i>Simple self-care techniques, rest, family, friends, hobbies and interests.</i></p>	<p>Emotional Wellbeing 3 <i>Rationing time spent online, negative content online, certificates for games etc.</i></p>	<p>Puberty 1 <i>Key facts about puberty and the changing body, physical and emotional changes. Main changes in males and females and the implications for emotional and physical health</i></p>	<p>Puberty 2 <i>Key facts about the menstrual cycle and menstrual wellbeing</i></p>	<p>Sexual orientation and Gender <i>Key facts and explanations</i></p>

Health and Relationships Education

Year 8 Curriculum map|2019-2020

HEALTH					
Emotional Wellbeing 1 <i>How to talk about emotions accurately and sensitively using appropriate vocabulary.</i>	Emotional Wellbeing 2 <i>Happiness is linked to connectivity; benefits of physical exercise, participation etc. How to seek support; using exercise to combat stress</i>	Physical wellbeing 1 <i>Smoking and alcohol</i>	Physical wellbeing 2 <i>Legal and illegal drugs and their associated risks</i>	Basic First Aid <i>Basic treatment for common injuries, putting together a first aid kit</i>	Basic First Aid <i>How to administer CPR. The purpose of defibrillators and when one might be needed</i>
RELATIONSHIPS					
Respectful relationships <i>Stereotypes of all kinds, treating people with respect in school and beyond, authority figures, tolerance. Respectful behaviour online</i>	Friendship <i>Positive and healthy friendships including online, boundaries, privacy, consent, managing conflict and ending relationships, boundaries in real life and online. Improving relationships.</i>	Bullying <i>Different types of bullying, responsibilities of bystanders and how and where to get help. Trolling and cyberbullying</i>	Families 1 <i>Different types of committed, stable relationships; bringing up children; differences in families</i>	Families 2 <i>What marriage is, including its legal status, why it is important, why it should not be forced, characteristics of other long-term relationships, gay marriage and civil partnerships</i>	Consent <i>Each person's body belongs to them, differences between appropriate and inappropriate or unsafe physical contact. Responding to adults that they do or don't know, both in real life and online. Places to get help, reporting concerns</i>
RELATIONSHIPS					
Puberty <i>Recap key facts about changing bodies, menstruation etc</i>	Sexual orientation and Gender <i>Recap definitions, key ideas. Scenario based discussions</i>	Contraceptive choices <i>What the purpose of contraception is and what different methods are available</i>	Intimate relationships 1 <i>How to recognise the characteristics and positive aspects of healthy one to one intimate relationships including respect, consent, loyalty etc and sex</i>	Intimate relationships 2 <i>Stages in a relationship, What is a sexual relationship like, that they have a choice to delay or participate, consent within a sexual relationship</i>	Underage pregnancy <i>Help and advice about what to do about underage pregnancy</i>

Health and Relationships Education

Year 9 Curriculum map|2019-2020

RELATIONSHIPS					
<p>Respectful relationships 1 Legal rights and responsibilities regarding equality (protected characteristics) Equality act 2010. Everyone is unique and equal.</p>	<p>Respectful relationships 2 Radicalisation, trafficking, modern day slavery</p>	<p>Friendship What sort of boundaries are appropriate in friendships with peers and others (including in a digital context), how to determine whether others are trustworthy and how to know if a situation is unsafe</p>	<p>Intimate relationships 1 Recognising positive relationships and their characteristics; choosing to have sex or delay</p>	<p>Intimate relationships 2 How drugs and alcohol can lead to risky sexual behaviour. Where to get further advice</p>	<p>Intimate relationships 3 LGBTQ relationships- definitions and unique challenges</p>
RELATIONSHIPS					
<p>Consent 1 Criminal behaviour within relationships. Laws relating to: sexual consent and exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour based violence, FGM</p>	<p>Consent 2 How the behaviours from previous lesson affect current and future relationships</p>	<p>Consent 3 How people can actively communicate and recognise consent from others including sexual consent and how and when it can be withdrawn including online</p>	<p>Online relationships 1 Similarities and differences between the online and physical world; comparison with others online; body image; over-reliance on online relationships</p>	<p>Online relationships 2 Pornography and its distorted picture of sexual behaviours and damaging effects. Law around sharing indecent images of children</p>	<p>Online relationships 3 Sexting- the law and what is sensible, how to stay safe</p>
WELLBEING					
<p>Emotional Wellbeing 1 How to recognise the early signs of mental wellbeing concerns</p>	<p>Emotional Wellbeing 2 Common types of mental ill health and where to seek help</p>	<p>Physical wellbeing 3 legal and illegal drug use and the links to mental ill health. Law relating to supply and possession</p>	<p>Physical wellbeing 4 Dangers of alcohol and addiction</p>	<p>Physical wellbeing 5 The importance of sleep</p>	<p>Contraceptive choices Condom excuses, contraceptive choices</p>

Health and Relationships Education

Year 10 Curriculum map|2019-2020

RELATIONSHIPS					
HEALTH					
Emotional Wellbeing 1 <i>How to critically evaluate when something they do has a positive or negative effect on their own or other's mental health</i>	Emotional Wellbeing 2 <i>The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities</i>	Emotional Wellbeing 3 <i>A wide range of strategies for managing stress and other emotions</i>	Physical wellbeing 1 <i>Legal and illegal drugs, associated risk, link to mental health conditions</i>	Physical wellbeing 2 <i>Alcohol consumption and alcohol dependency</i>	Physical wellbeing 3 <i>Self-examination and screening</i>
RELATIONSHIPS					
Families 1 <i>Different types of stable, caring relationships. Security of children through healthy relationships; roles and responsibilities of parents</i>	Families 2 <i>Roles and responsibilities of parents. Characteristics of successful parenting (babies)</i>	Families 3 <i>Roles and responsibilities of parents. Further characteristics of successful parenting (children)</i>	Intimate relationships 1 <i>Identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</i>	Intimate relationships 2 <i>How the use of alcohol and drugs can lead to risky sexual behaviour; how to get further advice and where to access confidential sexual and reproductive health advice and treatment</i>	Intimate relationships 3 <i>Sexual orientation and gender</i>
RELATIONSHIPS					
Consent 1 <i>Sexual harassment and sexual violence</i>	Consent 2 <i>The laws related to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape</i>	Consent 3 <i>The laws related to domestic abuse, forced marriage, honour based violence, FGM</i>	Online relationships 1 <i>Safe relationship building online, managing the pressures of social media</i>	Online relationships 2 <i>Pornography and indecent images and sexting; how information and data is generated, collected, shared and used online</i>	Consent 4 <i>Withdrawing consent including online; revenge porn</i>

Health and Relationships Education

Year 11 Curriculum map|2019-2020

FUTURES					
Study skills <i>Conditions for learning</i> <i>Strategies to revise</i> <i>Memory skills</i>	Further study Planning for the future Researching Further Education courses	Application processes Examples of good / poor CVs & personal statements Criteria for success Choosing a referee	Personal statements	Emotional wellbeing 1 <i>Coping with exam stress</i>	Emotional wellbeing 2 <i>Coping with job applications, interviews and new jobs</i>
REPRODUCTIVE HEALTH					
Reproductive health 1 <i>All aspects of health can be affected by the choices they make in sex and relationships</i>	Reproductive health 2 <i>Reproductive health and fertility</i>	Reproductive health 3 <i>full range of contraceptive choices</i>	Reproductive health 4 <i>Facts around pregnancy including miscarriage</i>	Reproductive health 5 <i>Pregnancy choices</i>	Reproductive health 6 <i>Sexually transmitted infections</i>
RELATIONSHIPS			EMOTIONAL HEALTH		
Families 1 <i>Characteristics of successful parenting (recap and teenagers)</i>	Families 2 <i>How to recognise when family relationships are going wrong; About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</i>	Consent <i>Recap of consent and consent laws</i>	Emotional Wellbeing 1 <i>How to critically evaluate when something they do has a positive or negative effect on their own or other's mental health</i>	Emotional Wellbeing 3 <i>The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities</i>	Emotional Wellbeing 4 <i>A wide range of strategies for managing stress and other emotions</i>