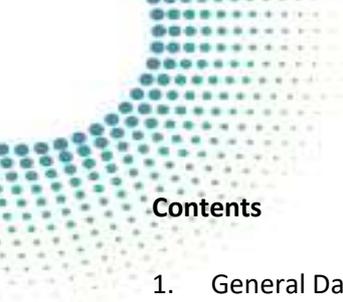


Relationships and Sex Education Policy

Adopted by the Board of Trustees

Date: April 2020

Trustee Reviewers: PDBW Board



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1. General Data Protection Regulations



This policy has been reviewed in accordance with the General Data Protection Regulation (GDPR) which will replace the Data Protection Act 1998 from 25th May 2018. The introduction of GDPR has resulted in changes to many existing data protection rules and regulations that educational establishments adhere to. The Evolve Trust has undertaken a full data protection audit and have ensured that appropriate changes that have been made to data protection rules and regulations have been adhered to in full. The Evolve Trust has carried out all additional compliance requirements and fully accepts their duty of care to ensure individuals' data is kept safe and secure, resulting in increased compliance in our systems, processes and policies.

2. Aims and Objectives of RSE

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

Objectives and outcomes will be selected to be age appropriate.

3. Development of the RSE Policy

The Policy was drawn up in conjunction with children, parents, the AHT for Personal Development, the Trust PDBW Scrutiny Board and the teachers involved in the delivery of the curriculum. Once a version is ratified, it is shared with all staff and published on the Academy's website.

4. Content of RSE

The RSE curriculum is organised in a manner which develops themes/topics taking into account the age and maturity of children. The DFE have provided clear guidance on what pupils should know by the end of secondary. Staff at The Beech Academy recognise that relationships and friendships by their very nature seem very abstract and confusing to students with autism. These specific difficulties many students with autism have in understanding relationships and different types of relationships means that this element of the SRE curriculum can take much longer to teach than other aspects. For this reason, staff use a variety of techniques to continuously check student understanding of the concepts discussed.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships

- Online relationships
- Being safe

A summary can be found in Appendix 2.

5. Organisation of the RSE programme

RSE is co-ordinated by the AHT. Lessons are delivered in a variety of ways that best suits the needs of the children we have.

A variety of teaching methods will be used. Before any lesson begins, the teacher will discuss and establish agreed 'ground rules' which will enable everybody to discuss openly and honestly without fear and embarrassment or judgment.

The resources will be selected appropriately and where appropriate Health professionals may be invited to give specialist inputs, if applicable. Curriculum content is regularly reviewed through consultation with a range of stakeholders including parents and children. It is hoped to incorporate their views in subsequent provision.

6. Sensitive Issues

It is inevitable that a range of sensitive issues will be raised by the children, if not by the teacher. Those responsible for governance believe that these issues should be addressed with sensitivity, at a level appropriate to the age group, and in an objective manner free from personal bias. Account should be taken of different viewpoints, e.g. different religious beliefs. Discussion should be set within the legal framework and children should be made aware of the law as it relates to these issues.

7. RSE and Students with Special Educational Needs

The Beech Academy is a school for students Special Educational Needs. Students will follow the mainstream curriculum and may have support in lessons from Teaching/Learning Assistants. The child's opinions and questions will be sought and valued as with all. Opportunities are available for small group work or one-to-one talks to enable the child to develop their understanding and knowledge. All content will also be differentiated and delivered appropriately depending on the students individual need.

8. Involving Other Agencies

Colleagues from other agencies, e.g. school nurses and health workers, can make valuable contributions to this programme. However, careful planning is necessary to ensure such contributions are in line with the academy's RSE Policy. Teaching staff will normally be present while such colleagues are working with a teaching group and will be responsible for preparatory and follow-up work as appropriate.

9. Parents' Rights

Parents have the right to withdraw their children from the [non-statutory/non-science] 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. Requests for withdrawal

should be put in writing and addressed to the Head of School. A copy of withdrawal requests will be placed in the pupil's educational record. The Head of School will discuss the request with parents and alternative work will be given to pupils who are withdrawn from sex education.

10. Science in the National Curriculum

Key Stage 3:

- that fertilisation in humans ... is the fusion of a male and a female cell.
- about the physical and emotional changes that take place during adolescence.
- about the human reproductive system, including the menstrual cycle and fertilisation.
- how the foetus develops in the uterus.
- how the growth and reproduction of bacteria and the replication of viruses can affect health.

Key Stage 4:

- the way in which hormonal control occurs, including the effects of sex hormones.
- some medical uses of hormones, including the control and promotion of fertility.
- the defence mechanisms of the body.
- how gender is determined in humans.

11. Staff Development

The Trust PDBW Scrutiny Board recognise that RSE can be a sensitive issue and teachers may welcome support and training. Provision will be made available for teaching staff to clarify legislation, curriculum requirements and academy policy, and to consider appropriate teaching approaches and materials.

12. Confidentiality

Teachers should:

- Reassure children that their best interests will be maintained.
- Encourage children to talk to their parents or carers and give them support to do so.
- Ensure that children know that teachers cannot offer unconditional confidentiality.
- Reassure children that, if confidentiality has to be broken, they will be informed first and then supported as appropriate.
- Follow the academy's Child Protection Procedures if there is any possibility of abuse.
- Use ground rules in lessons.

13. Child Protection Procedures

Where a child discloses sexual abuse, or where a teacher has reason to suspect abuse, immediate action must be taken in line with the Child Protection Procedures. The Academy's Designated Safeguarding Officer will advise on these procedures.

14. Monitoring

SLT and the AHT for Personal Development will review the curriculum and plan and develop the provision for the following year. Reference will also be made to statutory guidance from the DFE.



Appendix 1: A Values Framework For Relationships and Sex Education

Children should be taught Relationships and Sex Education within a framework which models and encourages the following values:

- A respect for self
- A respect for others
- Non-exploitation in relationships
- Commitment, trust and bonding within relationships
- Honesty with self and others
- A development of critical self-awareness for themselves and for others
- An exploration of the rights, duties and responsibilities involved in relationships
- Compassion, forgiveness, mercy and care when people do not conform to their way of life
- An acknowledgement and understanding of diversity regarding religion, culture and sexual orientation
- Self-discipline regarding their sexuality



Appendix 2: DfE RSE Expectations for Secondary aged pupils

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 – for example, 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), how to seek help or advice, including reporting concerns about others, if needed

TOPIC	PUPILS SHOULD KNOW
<p>Respectful relationships, including friendship</p>	<ul style="list-style-type: none"> • the characteristics of positive and healthy friendships, in all contexts including online, such as: <ul style="list-style-type: none"> - 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 (for example, 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
<p>Online & Media</p>	<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, for example 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

TOPIC	PUPILS SHOULD KNOW
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
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, for example 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 and menopause that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring 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 and 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