



**South East Cornwall Multi Academy Regional Trust**

# **Relationship Education Policy: Looe Community Academy**

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Oct 22	Policy reviewed by Jenna Reynolds, Head of PSHCE & Careers
Oct 23	Policy reviewed by Jenna Reynolds, Head of PSHCE & Careers

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## Introduction

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. Relationship and Sex Education can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. High quality, evidence-based and age-appropriate teaching of this subject can help prepare pupils for the opportunities, responsibilities and experiences of adult life. Relationship and Sex Education can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

## Rationale and Ethos

This policy covers our Academy's approach to Relationship and Sex Education. It was produced by the PSHCE Lead through consultation with the Senior Leadership Team. We define Relationship and Sex Education as teaching the fundamental building blocks and characteristic of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. We view a partnership of home and school as vital in providing RSE and understand that RSE is the right and responsibility of the parent/carer. The Academy provides RSE to support parents/carers in fulfilling their responsibility. The role of parents/carers in the development of their children's understanding about relationships is vital. Parents/carers are the first teachers of their children. Parents/carers have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

The aims of Relationship and Sex Education at the Academy are:

- To enable our students to better understand the nature of human relationships;
- To enable students to see the importance of and stable loving relationships for the bringing up of children;
- To prepare students for the changes that occur to their bodies, minds and emotions as a consequence of transition from childhood to adulthood.

We believe RSE is important to our students and the Academy to enable the development of:

### Attitudes and values

- Learning the importance of values and individual conscience and moral consideration;
- Learning the value of family life and stable and loving relationships for the nurture of children;

- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas;
- Developing critical thinking as part of decision making.

### **Personal and social skills**

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices based on an understanding of difference and with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict;
- Learning how to recognise and avoid exploitation and abuse.

### **Knowledge and understanding**

- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.

## **Roles and responsibilities**

The RSE programme will be led by the PSHCE Lead. It is taught by tutors and teaching staff and supported by learning support assistants. All teachers are responsible for teaching about and modelling good relationships within the Academy. Much of the general work in the Academy is based on good relationships, and in this regard RSE is supported by the Academy's behaviour management policy. It is the responsibility of the teaching staff to deliver the National Curriculum Science Order according to the Scheme of Work.

## **Legislation**

We are required to teach RSE as part of Department for Education statutory guidance. Current regulation and guidance from the Department for Education states that, from September 2020, all schools must deliver RSE in secondary schools. Documents that inform the Academy's RSE policy include:

- Education Act (1996);
- Learning and Skills Act (2000);
- Education and Inspections Act (2006);
- Equality Act (2010);
- Supplementary Guidance SRE for the 21st century (2014);
- Keeping children safe in education – Statutory safeguarding guidance (2016);
- Children and Social Work Act (2017);
- Data Protection Act (2018);
- The Children's Act (2004);
- The Schools Standard and Framework Act 1998;
- Looe Community Academy's Child Protection Policy.

## Curriculum design

The content of the Academy's programme is based on the National Curriculum Science Order, and the Department of Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance 2019. The Academy recognises that RSE must be taught at both Key Stages and appears in each Year's PSHCE programme. The Academy's prospectus clearly states that RSE will be part of the PSHCE programme. The full list of outcomes is found in the appendix.

Active learning will take place by:

- Discussion through circle time and debate;
- Drama and role play;
- Research and presentation.

We will ensure RSE is matched to the needs of our students by:

- Informing students at the start of the year what topics they will be studying;
- Giving students the opportunity to raise any concerns they have about any particular topics with their tutor/Head of Key Stage/PSHCE Lead;
- Staff members using concerns to plan accordingly for these lessons by sharing resources or content with the student prior to the lesson, discussion with home or discuss redirection possibilities;
- Reminding students of topic content at the start of each half term as new experiences may have arisen since the start of term, the same process occurs;
- SEND keyworkers taking time to discuss topics with their students and raise any concerns with their tutor prior to learning. This process is anticipated to prepare SEND for learning and settle any anxiety about learning sensitive topics.

Teachers will also use other teaching methods to enable students to learn about RSE, which are age appropriate, taking into account the developmental needs of individual students. Parents/carers are welcome to discuss with teachers their approach to RSE, and the methods of teaching and learning to be used. The Academy uses a wide variety of resources, including videos and books. Parents/carers are welcome to view these materials and may borrow them from the Academy to support the sex education of their children in the home context. Books used to support RSE are also found in the Positive Futures Hub, and students may borrow them when and as need occurs. Resources used by the Academy are produced for schools by educational publishers and are intended for students in the light of best current research into RSE. Students will regularly assess their attributes and learning skills through the student learner assessment framework every term.

## Safe and effective practice

We will ensure a safe learning environment by teachers and students agreeing to the ground rules. These are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers may use an anonymous question box as a distancing technique. Teachers need to be sure that they are aware of issues that may arise out of

teaching and learning about RSE. The following are protocols for discussion based lessons with students:

- No one (teacher or student) will have to answer a personal question;
- No one will be forced to take part in a discussion;
- Only the correct names for body parts will be used; meanings of words will be explained in a sensible and factual way;
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

## Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in relationship, can lead to a disclosure of a child protection issue. Where a member of staff is concerned that a child protection issue is arising, it is his/her responsibility to follow the Academy's policy in this matter to the letter. Teachers will be clear that they cannot be totally confidential, and that if a student makes a disclosure that indicates that child abuse is taking place, the teacher is bound by law to refer that student to the designated person in school giving a value free report of the disclosure.

From time to time as part of a planned module of work the Academy will invite in local experts, on issues relating to RSE, as well as using health and other professionals associated with the Academy. All Academy associate health and other professionals and visitors will be asked to conform to the following;

- Visitors contributing to RSE will do so at the invitation of the Academy and will be qualified to make an appropriate contribution;
- Visitors must agree with the aims of the Academy in delivering its policy on RSE;
- When in class visitors will be supervised by a teacher, who will be present at all times;
- Visitors will follow the Academy's child protection procedures if a disclosure occurs within the classroom setting;
- Visitors will know and understand where their contribution fits into the Academy's programme for RSE and PSHCE.

The Academy provides services for its young people. These services are provided by health and other professionals attached to the Academy. These services are advertised throughout the Academy, and parents may also contact these services by making an appointment through the Integrated Health Centre.

## Engaging stakeholders

Parents/carers can find the Academy's RSE policy on our website or by contacting the Head's PA. We are committed to working with parents/carers to ensure that they are fully aware of what is being taught and provide additional resources and support through the Integrated Health Centre. Parents/carers are notified in advance, through the school

website, when the children will be learning about RSE. Parents/carers wishing to see the RSE programme, the materials used and/or the PSHCE scheme of work may do so by contacting the PSHCE Lead. Parents/carers are not able to withdraw their child from any aspect of Relationships Education or Health Education. Parents/carers will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16. After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms'. Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

Staff and student voice will be used to review and tailor our curriculum to match the needs of different students and different cultural and societal changes within the local, national and international communities.

Governors will be informed of the RSE policy and curriculum through Local governing body meetings.

## **Monitoring, reporting and evaluation**

RSE will be monitored by the Academy's Deputy Head and PSHCE Lead. It is their responsibility to:

- Ensure that RSE occurs in the Academy's curriculum according to the schemes of work for PSHCE;
- Monitor the use of teaching and learning styles;
- Monitor the use of teaching materials;
- Evaluate the effectiveness of the Academy's programme.

The PSHCE will be given time to monitor and evaluate the Academy's RSE programme, as it occurs in the Academy's schemes of work for each Key Stage. Teachers will critically reflect on their delivery of RSE through reflection and feedback. Students will have opportunities to review and reflect on their learning in lessons by assessment, self-reflection as a learner and student voice.

## **Policy review date**

The Academy's Local Governing Body will review this policy every two years from the date below. In reviewing the policy, it will consult the following groups:

- Parents
- Staff
- Students

The policy will be reviewed annually, by the PSHCE Lead and Local Governing Body. This will ensure that it continues to meet the needs of students, staff and parents/carers and that it is in line with current Department for Education advice and guidance.



## Appendix 1

### By the end of secondary school

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

<b>Families</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>• that there are different types of committed, stable relationships.</li><li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li><li>• 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.</li><li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li><li>• the characteristics and legal status of other types of long-term relationships.</li><li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li><li>• 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.</li></ul>
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<p><b>Respectful relationships, including friendships</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• 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).</li> <li>• 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.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• 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.</li> </ul>
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<p><b>Online and media</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• 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.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• 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.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>
<p><b>Being safe</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> </ul>
<p><b>Intimate and sexual relationships, including sexual health</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer</li> </ul>

	<p>pressure, resisting pressure and not pressurizing others.</p> <ul style="list-style-type: none"> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• 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).</li> <li>• 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.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>
<p><b>Mental wellbeing</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• that happiness is linked to being connected to others.</li> <li>• how to recognise the early signs of mental wellbeing concerns.</li> <li>• common types of mental ill health (e.g. anxiety and depression).</li> <li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>

<p><b>Internet safety and harms</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>
<p><b>Physical health and fitness</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</li> <li>• about the science relating to blood, organ and stem cell donation.</li> </ul>
<p><b>Healthy eating</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>

<p><b>Drugs, alcohol and tobacco</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>• the law relating to the supply and possession of illegal substances.</li> <li>• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>• the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>
<p><b>Health and prevention</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>• (late secondary) the benefits of regular self-examination and screening.</li> <li>• the facts and science relating to immunisation and vaccination.</li> <li>• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>
<p><b>Basic first aid</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• basic treatment for common injuries.</li> <li>• life-saving skills, including how to administer CPR.</li> <li>• the purpose of defibrillators and when one might be needed.</li> </ul>

<b>Changing adolescent body</b>	Pupils should know: <ul style="list-style-type: none"><li>• key facts about puberty, the changing adolescent body and menstrual wellbeing.</li><li>• the main changes which take place in males and females, and the implications for emotional and physical health.</li></ul>
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