

# TDAP20F

## Relationships and Sex Education Policy and Procedures

Requisite: legal requirement			Responsible Committee: FTB		
Vers.	Approval Date	Committee	Head	Chair	Next Review Date
A	02/10/2010	Curriculum			01/05/2014
E	22/01/2020	Full Governing Body			01/07/2022
F	04/07/2022	FTB			01/07/2024

Relationships and Sex Education (RSE) in schools is a statutory, legal requirement. New guidance was released by the Department for Education under the Relationships, Education, Sex Education and Health Education (England) regulations 2019. This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996. As a school we have a high regard for this guidance and have used this to set out our RSE policy.

### Definition

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what acceptable and unacceptable behaviour in relationships is. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. Relationships and Sex Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health". (DFE June 2019).

At the Dorcan Academy our curriculum prepares students for the world, for work and for their wellbeing. The aim of sex and relationship education (RSE) at The Dorcan Academy is to help support students through their physical, emotional and moral development so that they are fully prepared for life. The programme is firmly embedded within the Skills for Life and Personal, Social and Health Education (PSHE) curriculum.

We believe that effective relationships and sex education is essential if young people are to make responsible and well-informed decisions about their lives. At Dorcan RSE is presented within a moral and ethical framework and with the clear intention of promoting sensitivity, respect, tolerance, safety and personal responsibility. Relationship and Sex education forms one strand of a wider Personal Development programme.

### Purpose

The purpose of the RSE programme is:

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- To teach students about sex, sexuality and sexual health. It seeks to help children and young people appreciate the value of marriage for family life, building stable and loving relationships and learning to respect, love and care. Issues of religion, cultural difference and ethnicity are dealt with sensitively. Specifically, an atmosphere of tolerance and acceptance is encouraged. The needs of vulnerable students are addressed individually and with experts and the appropriate consent from parent/carers.
- To enable students to recognise the physical, social and emotional implications of sexual behaviour and to recognise that responsibilities in relationships are shared by every individual. This has 3 main elements:
  - Knowledge and understanding
  - Personal and social skills
  - Attitudes and values

### **Delivery:**

The Dorcan Academy delivers the main body of content through Skills for Life lessons at Key Stage 3, covering content within discrete lessons.

Other content delivery comes through additional sessions as part of PE lessons, Growth Mindset and Wellbeing days, additional workshops and sessions as well as the tutor time programme at both Key Stage 3 and Key Stage 4.

The Dorcan Academy seeks to ensure that the needs of all students are appropriately met, and that all students understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, to ensure that sexual orientation and gender reassignment are amongst the protected characteristics. As a school we ensure that all teaching is sensitive and age appropriate in approach and content and is considered appropriate to the age and stage of students; e.g. LGBT content is delivered during KS3 at a timely point.

### **The Dorcan Academy covers the following statutory (from September 2020) topics:**

#### **Families**

- The different types of stable and committed, stable relationships
- How these relationships might contribute to human happiness.
- What marriage is, including legal status and the legal rights associated with marriage.
- Why marriage is an important relationship choice
- The roles and responsibilities of parents with respect to the raising of children including characteristics of successful parenting.
- How to determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intermediary or other relationship is unsafe and recognise this in others' relationships.

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### Respectful relationships including families

- The characteristics of positive and healthy relationships including friendships (in all contexts as well as online).
- Practical steps that they can take in a range of contexts to improve or support/maintain positive relationships.
- How stereotypes - in particular, stereotypes based on sex, gender, race or religion, sexual orientation or disability - can cause damage.
- The expectation that everyone is entitled to be treated with respect and that they should show due respect to others and have tolerance of other people's beliefs.
- The different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to seek support
- That types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are unacceptable, including peer-on-peer abuse.
- The legal rights and responsibility regarding equality.

### Online and media

- The safe and responsible use of information communication technology – including the safe management of their own and others' personal data including images.
- About online risks, including that material someone provides to another has the potential to be shared online and the difficulty in removing potentially compromising material placed online.
- When the sharing of explicit images may constitute a serious criminal offence.
- What to do and where to go to seek support and advice to report or manage issues online.
- The impact of viewing harmful content.
- A recognition of the portrayal and impact of sex in the media and social media.
- The unrealistic portrayal of relationships and sex in pornography.
- That pornography presents a distorted picture of sexualised behaviours and can damage the way people see themselves in relation to others and negatively affect how they behave towards a sexual partner.
- Sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties according to the law.
- The importance of protecting their own online presence to protect their own reputation.

### Being Safe

- About the law in relation to consent (including the legal age of consent for sexual activity).
- The responsibility in law for the seeker of consent to ensure that consent has been given.
- The laws and concepts relating to sexual exploitation, abuse, grooming, coercion, harassment, rape, forced marriage, honour-based violence and FGM.
- How people can actively communicate and recognise consent from others, including sexual

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consent, and how and when consent is withdrawn.

- How abusive traits can manifest themselves within a peer-on-peer situation; highlighting where interactions are not acceptable, abusive interactions and the manner in which students can seek support as per the Safeguarding policy.

#### **Intimate and sexual relationships, including sexual health**

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interest and outlook, sex and friendships.
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively – physical, emotional, mental, sexual and reproductive health and well-being.
- The facts about reproductive health, including fertility.
- The understanding of a range of strategies for identifying and managing sexual 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 and efficacy, and options available.
- The facts about pregnancy including miscarriage.
- That there are choices in relation to pregnancy (impartial information).
  
- How the different sexually transmitted infections (STI's), including HIV/AIDS, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of knowing the facts and testing.
- The fact that certain infections can spread and that barrier contraceptives offer some protection against certain STI'S.
- 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.

All content delivered is age appropriate and responds to the needs and issues arising within the student body. Specific aspects are delivered to specific year groups in both Key Stage 3 and Key Stage 4 with the freedom to change delivery slots as necessary within key stages.

#### **Additional workshops used to support delivery:**

In Year 7 onwards students learn about the consequences and implications of sexting and the laws and consequences of sending indecent images through devices and social media; visiting speakers, such as the police, may be invited in to deliver these sessions.

Puberty talks take place in year 7 and 8, in single sexed groups during PE lessons. The signs of puberty and body changes are presented, along with guidance on how to manage puberty along with personal hygiene in both boys and girls.

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The dangers of alcohol and sexual activity are currently delivered in Year 9 through a theatre production and workshop entitled 'Last Orders'. This allows exploration of the laws around sex and consent.

The signs and risks of Sexual exploitation are delivered in Years 9 and 10. Students learn the signs of exploitation and how to avoid being exploited or exploiting others.

Full details of the curriculum content for each year group may be viewed on the curriculum map on the website.

Subjects which can be classified within RSE Education can also be found in:

The National Curriculum Science:

Key Stage 3

- 1. d) That fertilisation in humans... is the fusion of a male and a female cell
- 2. f) About the physical and emotional changes that take place during adolescence
- g) About the human reproductive system, including the menstrual cycle and fertilisation
- h) How the foetus develops in the uterus
- n) How the growth and reproduction of bacteria and the replication of viruses can affect health

Key Stage 4

- 2. f) The way in which hormonal control occurs, including the effects of sex hormones
- g) Some medical uses of hormones, including the control and promotion of fertility
- l) The defence mechanisms of the body
- 3. d) How sex is determined in humans

RSE education at The Dorcan Academy supports the Science curriculum and vice versa.

### Teaching Strategies for Relationship and Sex Education

Relationship, Sex Education and Health education has been shown to be more effective when active learning techniques are used. The RSE team uses a variety of interactive teaching methods and prides itself on creating a comfortable learning environment where students feel confident to ask questions. For example, group discussions, quizzes, role play and a variety of structured activities involve students in their own learning and enable them to explore their own and others' values and to develop communication skills. Interactive sessions are facilitated by guest speakers, theatre groups, group discussion, visual props and quizzes. Single sex contraception lessons are delivered in groups relevant to their gender and age to enable students to feel comfortable with the learning content.

A set of ground rules are put in place at the start of each lesson which helps teachers create a safe environment in which students do not feel embarrassed or anxious about unintended or unexpected questions or comments from others. Ground rules are discussed with each class and students are reminded about the rules when necessary, within lessons:

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For example:

- no one (teacher or student) will have to answer a personal question; students are not to discuss their own or other people's sexual habits (no names);
- 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

### Responsibility for RSE

- The responsibility for the effective delivery of this programme in the classroom lies with the specialist team.
- In recognition of the importance of RSE there will be a named trustee to support this area.
- Staff who deliver the RSE programme will be sympathetic to the sensitivity of these issues for young people. Liaison with Heads of House, the SENCO and members of staff responsible for child protection will take place when appropriate.
- Membership of the teaching team will include both sexes. Opportunities for discussions with a health professional will be offered. Students will be informed of how to access support from the Health Professional at the drop-in sessions with our school nurse and other appropriate outside agencies (support materials are sent home with up-to-date information on outside agencies to all year 9 and 10 students).

### Partnership with Parent/Carers

- The Dorcan Academy acknowledges that it shares responsibility for the delivery of RSE with parents/carers
- Information on RSE in the school curriculum will be available on the website.
- Relationship education is delivered to all students within the academy. Parent/carers of all students are informed of the content of the RSE sessions via the website. They are also made aware of their right to withdraw their child from sex education apart from the statutory content in National Curriculum Science. Parents wishing to do this should inform the RSE lead. Should a parent/carer withdraw a child or young person from sex education, the student will be set alternative work. Students are issued with local contact details of support organisations/services.
- Dorcan welcomes opinions, comments or suggestions from parent/carers and encourages involvement through surveys and direct contact to RSE co-ordinator. Parents can contact the RSE lead (Lucia Barton) directly via e-mail. Details to be found on the website.

### Specific Issues

- Should staff have concerns or be faced with a disclosure they are to refer to the Designated Safeguarding Lead (Tim Child) and in their absence, the Deputy Head. They will act as a resource and provide advice on child protection procedures and protocols.
- Reflective of Dorcan's anti-bullying and equal opportunities policy, all staff and students are encouraged to exhibit tolerance and acceptance. Ground rules are discussed at the start of each RSE lesson to ensure students know how to behave and react to all members of the group.

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### Partnership with Visitors

- The Dorcan Academy Skills for Life coordinator liaises with the Healthy Schools lead and attends PSHE borough meetings and one to one sessions, where applicable.
- The School Nursing Service is informed of the content of the programme and when it will be delivered. Students are referred to the school Nurse should staff have any concerns about individual students, or, if students need additional support after delivering the RSE lessons.
- The Health Professional is involved in the planning and delivery of some sessions as appropriate. Current information on local/national trends and up to date research is also disseminated as appropriate.
- Visitors are utilised to enhance and supplement the planned curriculum based on their expertise. All visitors will take part in a pre-session delivery meeting to ensure that the session is pitched and appropriate for the age group. Visitors will not be left as the sole person responsible for students at any time. Prior to arrival visitors will receive a copy of all relevant policies, i.e. Confidentiality, RSE, Drugs, Anti-bullying and Child Protection policies to better enable them to respect the whole school ethos.

### Individual Advice and Counselling

- Matters of an individual nature pertaining to sex and sexuality are referred to the appropriate member of the team/Health Professional.

### Inclusivity of the RSE programme

- With reference to the 2010 Equality Act, it is recognised students of all backgrounds should be able to access the RSE curriculum, at an appropriate level to provide equality of appropriate provision.
- In liaison with the SENCO, students with SEN will receive appropriate or additional adaptations to the delivery they receive. The RSE lead will liaise with Deputy Head teacher and Safeguarding Leads to ensure suitably adapted provision and/or unique contact sessions are in place to meet the needs of these students.-

### Partnership with Students

- The school accepts that an effective policy on RSE requires information from students both at the development and implementation stages. This will be achieved through student voice giving feedback on what is being taught, methods of delivery and other areas for development or improvement. Questionnaires are completed after lessons to check for gaps in the learning of our students to ensure that further information about certain topics can be planned as required.
- Students seeking direct advice are referred to the Health Professional and encouraged to discuss the matters with:
  - School Nurse
  - Their parent/carers or an appropriate relative(s)
  - Religious leader (if appropriate)
  - Family doctor



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- Contraceptive and sexual health services
- If students raise personally sensitive issues, such issues will not be discussed in class and the students will be advised to discuss these matters with those listed above or the Child Protection coordinator at an appropriate time.

### **Confidentiality Policy (see the Dorcan Academy Confidentiality Policy)**

- Complete confidentiality can never be promised to a student, though information given in confidence will not generally be disclosed to anyone else. It may be appropriate to refer a student to an outside agency. The following statement may be of use when talking to a student: “We listen to what you have to say and won’t tell other people, but if we think that you or any other young person are at risk of harm/abuse, then we may need to discuss this with others to get the help you need – wherever possible with your knowledge.”

### **Training**

- Teachers of RSE should attend training which updates knowledge and improves practice. Meetings should take place with the school nurse to check contact information and new contraception information updates.
- Teachers of RSE will be given opportunities for continued professional development to support them in the delivery of relationship and sex education. Advice and updates from the school nurse are carried out, and she is made aware of the sessions taking place through regular meetings and emails.
- The school will be responsible for organising the training of staff delivering RSE. These staff and interested parties will be issued with guidance for the delivery of the programme and encouraged to observe and team teach sessions where possible.
- Resources will be provided by the person responsible for RSE, having been checked for suitability of content and method of delivery. All lessons are evaluated based on student and staff feedback following delivery so that lesson plans can be refined and improved.
- Advice and support will be sought from the Healthy Schools Team, Health Professionals and associated agencies by the person responsible for RSE. Resources should be kept up to date.

### **Policy Implementation**

- This policy will be available on the school website for access by all staff/parent/carers.
- All relationship and sex education will be delivered according to the policy framework. The guiding principles are included in this document.
- Other agencies, which work in partnership with schools, will be informed of the RSE policy.

### **Procedures for Evaluation, Monitoring and Review**

- Students’ feedback is encouraged via discussion groups and online surveys. There is the opportunity to highlight areas where they would like more information or advice.
- Parent/carers’ views will be sought through written communication, parent forums and the academy website as well as email contact with lead, however, parents are welcome to



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- contact the academy for further advice and information or to offer feedback.
- The RSE co-ordinator is responsible for considering any issues raised by any of the student voice sessions or survey comments and will take any necessary action to address.
- RSE Staff are responsible for the monitoring and evaluation of practice. Lessons plans are kept up to date and developed on a yearly basis.

The policy will be reviewed biannually by the Trustees.

### **Complaints Procedure**

- Complaints about content and/or delivery of the RSE programme will be addressed firstly to the Head, according to the School's complaints procedure.

The named Trustee: Sally Ann Harvey

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### APPENDIX I

#### Introduction

This appendix outlines the process undertaken in developing this policy, and information relevant to ongoing implementation of the policy.

#### Developing the Policy:

Staff attend relevant training to ensure they are up to date with all aspects of the PHSE and RSE curriculum.

#### Confidentiality

The national Sex and Relationship Education guidance document (DFEE 2000) recommends including the following:

- An explanation of how the confidentiality policy will work in practice. It should be clear, meet the best interests of young people and be workable by staff. It should ensure good practice throughout the school, which students, parent/carers and staff understand.
- An explanation of how students and parent/carers will be made aware of it.
- Clear links to the child protection policy and reassurance provided, that those procedures will be followed.
- The setting of clear ground rules in SRE lessons should be stressed.
- Clarity for staff that confidentiality cannot always be maintained.
- Clarity for students that teachers or other adults delivering sex and relationship education cannot always maintain confidentiality.
- Reassurance for students that they will be informed if confidentiality is to be broken and that they will be offered access to confidential support and information.
- Encouragement for students to talk to parent/carers/carers.
- Ensuring students are informed about contraception and safer sex and how to access the services.
- The confidentiality policy could be set within the RSE policy, but it is recommended that it should be a separate policy.

Dorcan's agreed statement on privacy, confidentiality and information-sharing provides more detail of our approach to confidentiality.

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### Appendix 2

The Governing Board's legal responsibility for safeguarding the welfare of children goes beyond basic child protection procedures. The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies

- Complaints
- Safeguarding Children and Young people
- Behaviour
- Anti-Bullying
- Lettings and Use of Premises
- Special Educational Needs
- School trips
- Curriculum
- Children in Care
- Health and Safety
- Sex and Relationships Education
- Security
- Equality Diversity and Community Cohesion
- Students with Additional Needs
- Internet Access and Use
- Use of ICT and Website
- Young Carers
- Privacy, Confidentiality, Information Sharing and Data
- Whistle blowing

The above list is not exhaustive but when undertaking development or planning of any kind the school will consider safeguarding matters.

#### • Revision Notes

Rev A	Original
Rev B	Update of policy. Considered by Curriculum Committee 07/05/2014 and to FGB for ratification on 21/05/2014
Rev C	Update of policy in line with delivery of content changes.
Rev D	Update of policy in line with delivery of content.
Rev E	In line with policy schedule
Rev F	Update in line with policy schedule. Considered by FTB 04/07/2022