

Relationship and Sex Education Policy



WESTON FAVELL ACADEMY

1. Introduction

Weston Favell Academy believes that in order to create a happy and successful adult life, children and young people need to have the self-confidence to make informed decisions about their wellbeing, health and relationships. Relationships and Sex Education (RSE) is about giving children and young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Health Education is giving pupils information to make well-informed, positive choices about their own health and wellbeing. The school recognises that physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa. The school has a responsibility under the Equality Act 2010 to ensure the best for all its pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation. As a result, RSE will be sensitive to the different needs of individual pupils and may need to adapt and change over time to reflect the needs of the particular cohort. The school may also take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic. The school is aware of the need to be mindful of and respectful to a wide variety of faith and cultural beliefs across the school, and will make every attempt to be appropriately sensitive; equally it is essential that children and young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. The school believes that its pupils deserve the right to honest, clear, impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

2. Aims

Through the delivery of high quality, evidence-based and age-appropriate RSE, Relationship and Health Education, Weston Favell Academy aims to help prepare pupils for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure pupils know how and when to ask for help and where to access support. By the end of their education, the school hopes pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life. 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.

The curriculum aims to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

3. Statutory requirements

This policy complies with the statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019, issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. We must have regard to this guidance by virtue of our funding agreements with the Secretary of State.

4. Definition

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives pupils the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship. RSE does not encourage early sexual experimentation. It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling and healthy sexual relationships, at the appropriate time. RSE will outline that there are different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness and their importance for raising children, as well as highlighting the roles and responsibilities of parents with respect to raising children, characteristics of successful parenting and how to judge when relationships

have become unsafe as well as how to seek help or advice and report concerns about others.

5. The personal, social, health and economic (PSHE) curriculum covers:

- Health and wellbeing;
- Relationships and sex education; and Living in the wider world.

Further details on these topics can be found in the PSHE Curriculum link:

<https://www.westonfavellacademy.org/page/?title=PSHE+Curriculum&pid=371>

6. Delivery of RSE

RSE will be delivered in science, religious education, computing and Personal, Social, Health Education (PSHE) and will build on the foundation of RSE or Relationships Education delivered in primary schools. When sex and relationships education is taught as part of the National Curriculum Science course, it is treated in a factual way and deals with biological details of the reproductive system. Trained health professionals will also be used to deliver content where appropriate. 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 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). For more information about our RSE curriculum, see Appendix 1. RSE will be delivered in a non-judgmental, factual way allowing scope for pupils to ask questions in a safe environment. Teachers will tailor the delivery of RSE to meet the specific needs of the pupils in that class, and to be responsive to their behaviour and development. Teachers delivering RSE are trained in distancing techniques. Classes will explore different attitudes, values and social labels, and develop skills that will enable pupils to make informed decisions regarding sex and relationships as well as being able to differentiate between fact, opinion and belief and an understanding of the law on various topics. Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

7. Pupils with special educational needs and/or disabilities

The Academy will endeavour to ensure that RSE and Health Education is accessible for all pupils. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and RSE and Health Education may be particularly important for such pupils, for example those with

Social, Emotional and Mental Health needs or learning disabilities. Teaching will be sensitive, age-appropriate, developmentally appropriate, differentiated and personalised to meet the specific needs of pupils at different developmental stages. Staff will make reasonable adjustments to alleviate disadvantage faced by pupils with disabilities and will be mindful of the SEND Code of Practice and the school's SEND Policy when planning for these subjects. Staff will use a variety of different strategies to ensure that all pupils have access to the same information, which include modelling of written activities, careful scaffolding of activities and expert guest speakers where appropriate.

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APPENDIX 1: Delivery of Relationships & Sex Education

Year 7 – Friendships, respect & relationships – Summer 2

- Component 1- **Consent & Boundaries**
- Component 2- **Respect and relationships**
- Component 3- **What makes a good friend?**
- Component 4- **Friendships & self esteem**
- Component 5- **Pressure & influence**
- Component 6- **What does it mean to be a man?**

Year 8 – Identity, Relationships & Sex education - Summer 2

- Component 1- **Introduction to relationships & sex education**
- Component 2- **Healthy relationships**
- Component 3 -**Dealing with conflict**
- Component 4- **Sexual orientation**
- Component 5- **Gender identity**
- Component 6- **Introduction to contraception**
- Component 7- **What is love (periods & menstrual cycle)**

Year 9 – Sex, The Law and Consent - Summer 1

- Component 1- **Sexual consent & the law**
- Component 2- **FGM & the law**
- Component 3- **Delaying sexual activity**
- Component 4- **Where have sex?**
- Component 5- **Relationships & partners**
- Component 6 -**Pleasure & masturbation**
- Component 7 -**What are STIs?**

Year 9 – Contraception & STIs - Summer 2

- Component 1- **STI lesson**
- Component 2- **Contraception available**
- Component 3- **The condom lesson**
- Component 4- **Exploring the realities of contraception**
- Component 5- **Sexual harassment & stalking**
- Component 6 -**HIV & AIDs**
- Component 7 -**AIDs – prejudice & discrimination**

Year 10 Exploring Relationships and Sex Education - Summer 2

- Component 1- **Campaigning against FGM**
- Component 2- **Sexting nudes**
- Component 3- **Porn life vs Real life**
- Component 4- **Porn materials & attributes**
- Component 5- **Domestic abuse & violence**
- Component 6 -**Sexual violence (assault & rape)**
- Component 7 -**Sexualisation of the media**

Year 11 – Sexual Health – Spring 4

- Component 1- **Child on child bullying**
- Component 2- **Fertility & what impacts it**
- Component 3- **Alcohol & bad choices**
- Component 4- **Important of sexual health**
- Component 5- **What support is available to me? Pregnancy or STI's**
- Component 6 – **Respect & relationships**

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