



DAYSPRING TRUST

Venerable Bede CE Academy

Relationships and Sex Education (RSE) Policy

Ratified by: Executive Headteacher

Date of review: February 2019

Date of next review: February 2022

The Dayspring Trust aims to serve its community by providing an education of the highest quality within the context of Christian faith and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils. We believe that our Christian values spring from the two great commandments, 'Love God and love your neighbour'. We seek to live this out through the power of the Holy Spirit. St Paul reminds us in Galatians 5.22-23 that the fruit of the Spirit is "Love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control". These are also underpinned by the Old Testament injunction to "Do justly, love mercy and walk humbly with our God" Micah 6.8. These values rooted in the Christian Faith come as a package and we aim to embed them in the life of our academies in a worked out way. We recognise that at times we may highlight particular values to bring them into greater prominence within our academies and these are currently the five values of Forgiveness, Hope, Joy, Perseverance and Wisdom. We believe these values to be in accordance with British values springing from our Judeo-Christian roots. Collective worship will play a major and vital part in assisting with this process of embedding these values in the life of our academies.

The Multi Academy Trust Members and Directors are aware of their responsibilities in law and are committed to the provision of an excellent education within its academies in accordance with our Anglican foundation. This is embraced in our Dayspring Trust vision statement:

- **Forge a supportive and challenging family of academies**
- **Provide excellent education within a strong Christian community**
- **Resource our pupils for wise and generous living**

In addition, each academy also has its own distinctive mission statement, flowing out from the vision statement of the Dayspring Trust.

At Ian Ramsey CE Academy:

"Together to learn, to grow, to serve."

This is embodied in scripture:

'Each of you should use whatever gifts you have received to serve others, as faithful stewards of God's grace in various forms.' 1. Peter 4.10

At Venerable Bede CE Academy:

"Soar to the heights together"

This is embodied in scripture:

'But those who hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.' Isaiah 40:31

This policy has been developed to take into consideration our ethos as well as local and national policy and guidance.

What is Relationships and Sex Education (RSE)?

‘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 is acceptable and unacceptable behaviour in relationships. This will help pupils 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.’ (Department For Education (DFE), 2019)

What subject content will be taught?

The Department for Education outlines that ‘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.

Families

Pupils should know:

- 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

Respectful relationships, including friendships

Pupils should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
 - 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

Online and media

Pupils should know:

- 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

Being safe

Pupils should know:

- 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

Pupils should know:

- 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 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 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

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse

- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)' (DFE,2019)

Inclusion:

We are committed to ensuring that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

What does Sex and Relationship Education look like in a Church School?

The Church of England encourages relationships and sex education to be placed in a context of Christian teaching and spiritual development, with sexual relationships being understood in the context of loving, faithful relationships. For Church of England schools, this is the essential focus for what it means to be 'respecting the religious ethos' of our schools and it is a vital element of what makes RSE in Church schools distinctive (The Church of England Education Office, November 2018).

How will the content be taught?

RSE is delivered to pupils as an element of Personal Development (PD) that all pupils receive on a weekly basis. It is also supported by the National Curriculum for Science and by the school's wider curriculum, for example, through collective worship.

The PD curriculum contains elements of RSE, PSHE, Citizenship and Careers Education. A long term overview of the PD curriculum can be seen as an appendix to this policy.

The school will use suitable resources to complement and enhance the delivery of the programme. These resources will show consideration to age appropriate content and sensitivities of the pupils who will be using them. They could include: film clips; card sorting exercises; artefacts and information leaflets; opportunities to discuss with professionals and other relevant visitors, such as the School Nursing Service.

In RSE, as in other subject areas, effective teaching and learning is dependent upon using appropriate methods to achieve the objectives of the lesson. A variety of teaching and learning activities are used to reflect the fact that pupils learn in different ways. RSE is largely about developing skills in young people. Active learning methods that promote the development of personal and social skills are paramount, for example, climate building through circle time; group work to allow for negotiating and collaboration; values clarification through continuum exercises and so on.

Who is responsible for teaching it?

The PD coordinator will be responsible for the overall planning, implementation and review of the PD curriculum, including the RSE programme of learning. This will also involve the use of pupil and staff voice to drive improvements of the effectiveness of the PD curriculum.

Pupils will usually have PD lessons in their tutor group, taught by their tutor but classes, at times, will be organised depending on the sensitivities of the subject to be covered. Mixed and single sex groupings will be used where appropriate.

Where possible, external providers for example the school nurse will be used to teach particular areas of the curriculum.

Monitoring and Evaluation:

RSE will be monitored by the PD coordinator and through the Heads of Year. The monitoring and evaluation of RSE will take place as part of the overall monitoring of PD, that is, through the department Self Evaluation process including lesson observations, work scrutiny, and Pupil feedback. The process will be quality assured by the member of the SLT with line management responsibility for PD.

Dealing With Sensitive Issues:

Teachers need to be sure that they are aware of issues that may arise out of teaching RSE. Support and advice will be given to teachers by the PD coordinator. The following are protocols for discussion-based lessons with pupils:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for the 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, on occasion, say that the appropriate person to answer that question could be another person, such as the parent.

The use of visitors:

External agencies will be used to deliver and complement the RSE programme as appropriate, for example, the school nursing team delivering a presentation on Chlamydia. All visitors will be asked to conform to the following:

- visitors contributing to RSE will be qualified to make an appropriate contribution;
- visitors must agree with the aims of the school 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 school's child protection procedures if a disclosure occurs within the classroom setting;
- visitors should share their lesson plans and resources in advance so that they can be checked for their appropriateness

Confidentiality and Child Protection:

Teachers conduct RSE lessons in a sensitive manner, and in confidence. The following protocols are observed:

- Pupils are reassured that their best interests are always maintained.
- Pupils are encouraged to talk to their parents and carers about sensitive issues.
- Pupils are informed that information (disclosure) cannot be totally confidential since it has to be passed on or referred for help to be sought. Information is shared on a need to know basis. If confidentiality is broken, the pupil will be informed first and supported appropriately. The main purpose of this procedure is to benefit the child.

- Pupils are informed of sources of confidential help, for example the school nurse, counsellor, GP or local person's advice service.

(See the Dealing with Sensitive Issues section for further details, as well as other relevant school policies)

Is there a right to be excused from RSE? (right to withdraw):

Parents/ Carers have the right to ask for a pupil to be excused from sex education but not relationships education. If a parent wishes to withdraw their child from aspects of the RSE programme, then they need to write in the first instance to the Headteacher stating their reasons for the request. Parents will be invited to discuss their concerns regarding the programme with the relevant staff.

Parents/ Carers do not have the right to withdraw their child from the RSE element of the National Curriculum for Science which covers human reproduction.