



**PHOENIX BAY**

# **RELATIONSHIP AND SEX EDUCATION POLICY**

<b>Policy Number</b>	<b>V1</b>
<b>Date Created</b>	<b>October 2021</b>
<b>Owner</b>	<b>Principal</b>

**Document History**

<b>Version</b>	<b>Comments/amendments</b>	<b>Name</b>	<b>Date</b>
1.0	Issue	Ross Banks	October 2021

**Contents:**

<b>1</b>	<b>Relationships and Sex Education Policy Aims</b>
<b>2</b>	<b>Definition of Relationships and Sex Education</b>
<b>3</b>	<b>SEMH Subject Content</b>
<b>6</b>	<b>How is the Subject Taught and who is responsible for</b>
<b>7</b>	<b>How we manage difficult questions</b>
<b>8</b>	<b>How the subject is monitored and evaluated</b>
<b>9</b>	<b>Parent/Carer Involvement</b>
<b>11</b>	<b>The Right to 'withdraw` at Primary</b>
<b>12</b>	<b>The Right to 'withdraw `at Secondary</b>

**1. Relationships and Sex Education Policy Aims**

This policy sets out the content of the SEMH Curriculum, with particular reference to Relationships and Sex Education (RSE). This Policy will:

- define relationships and sex education (RSE)
- set out the subject content, how it is taught and who is responsible for teaching it
- describe how the subject is monitored and evaluated
- include information about a parent’s right to request that their child be excused from sex education within RSE only (Secondary)
- confirm the date by which the policy will be reviewed

**2. Definition of Relationships and Sex Education**

SEMH is Social, Emotional, Mental Health (SEMH). It encompasses the skills and knowledge that children and young people need to live a successful life.

Relationships and Sex Education sits within SEMH, and includes specific content at different stages, prescribed by the Government.

Relationships and Sex Education teaches students what relationships are and the facts around sexual intercourse within the context of a mutually respectful relationship. Relationships and Sex Education includes content which teaches students about the law, including consent and what is illegal in the UK. Relationships and Sex Education (RSE) is compulsory in England from age 11 onwards. It involves teaching children about the scientific process of reproduction, sexuality and sexual health. It is important to note that we do not teach students how to have sex, but we teach them what sexual intercourse is and the facts around it. RSE does not promote early sexual activity or any particular sexual orientation.

### **3. SEMH Subject Content**

SEMH is a core subject and each of the skills-based areas has a continuum to ensure students receive an appropriate and balanced education. Each of the knowledge-based areas uses a Framework to ensure students are taught the knowledge they need as appropriate to their formal, semi-formal or pre-formal learning pathway.

We have split the SEMH curriculum into the following areas:

#### **SKILLS**

- Self-confidence and awareness
- Managing feelings
- Making relationships

#### **KNOWLEDGE**

- Relationships and Sex Education (RSE)
- Living in the Wider Community
- Health and Wellbeing
- The central goal is for our learners to have the knowledge and skills they need to achieve personal wellbeing.

### **4. Relationships and Sex Education Subject Content**

Children and young people learn in trusting relationships and we have a strong safeguarding culture where students know that all staff are there to keep them safe and protect them from harm.

At Primary (ages 4-11), children are taught about relationships. There is no mandatory sex education content, but there may be some personalisation for children to help them learn about the biological aspects of puberty and the changing body where appropriate.

Relationships Education from Key Stage 1 onwards must cover:

- different types of family
- key concepts including marriage, adoption, and fostering

- the roles of parents and carers
- what it means to be kind or unkind, including appropriate touch
- a range of strategies to resolve disagreements
- recognise when others are being treated unkindly
- recognise and respond to bullying and hurtful behaviour
- accurate language to name body parts
- an understanding of 'private' in relation to your body
- the difference between 'like' and romantic feelings of 'love'

Relationships and Sex Education from Key Stage 3 onwards will build on these key concepts and must cover:

- 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, e.g. 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 around pregnancy including miscarriage and stillbirth.
- 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.

Source: [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612122/Relationships_Education_Relationships_and_Sex_Education_and_Health_Education_guidance.pdf)

## **5. Aspects of Relationships and Sex Education which we define as ‘Sex Education’**

It is the schools responsibility to interpret what is deemed solely ‘sex education’ and this is explained clearly below. We have reached the decision about which aspects of RSE to include in this list following consultation with staff, parents and students.

At Phoenix Bay, the Sex Education elements of RSE are:

- the facts about the full range of contraceptive choices, efficacy and options available.
- 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/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.

## **6. How the subject is taught and who is responsible for teaching it**

SEMH is taught and embedded throughout the curriculum at all Key Stages. From Key Stage Two, the expectation is that there is at least one discrete session each week as well as person-centred learning throughout the curriculum. We tailor content and teaching to meet the specific needs of pupils at different developmental stages. We teach SEMH sensitively, in an age-appropriate, developmentally appropriate way, with reference to the law. We strive to make all teaching and learning purposeful and interactive and provide fun, memorable learning opportunities. The class teacher is responsible for teaching the content of the SEMH curricula, supported by Learning Support Assistants.

Usually, the Knowledge Frameworks will be taught termly:

Autumn Term: Health and Wellbeing

Spring Term: Living in the Wider Community

Summer Term: Relationships and Sex Education

We adapt and react to the needs of our students. In some cases, our students may need tailored support around relationships and sex education. This will be developed in partnership with parent/carers, social workers and other professionals as appropriate.

Students in the Federation of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods will take account of these differences and ensure that there is potential for discussion on a one-to-one basis or in small groups. Teachers will use professional judgement and conversations with students and parents to arrange the class in small groups where appropriate, to ensure a positive learning environment where no-one is excluded.

## **7. How we manage difficult questions**

Students may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond the curriculum content.

Students will also have the opportunity to write or record questions and place them anonymously in a 'questions box' if they don't want to ask in front of others.

If a teacher or Learning Support Assistant is asked a question which they do not feel is appropriate to answer, or which they cannot answer, they will use their professional judgement and

- Let the class know the question is not appropriate to discuss in front of others
- Inform the parent of the question which has been asked (if appropriate)
- Discuss the question with the SEMH Lead or safeguarding lead (if appropriate)
- Speak to the student privately with another adult present

Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. It is important that we work with families to ensure students can trust us to give factual answers to questions without bringing prejudices or negative values to the conversation.

## **8. How the subject is monitored and evaluated**

The SEMH leads will monitor the teaching of SEMH by:

Holding professional conversations with class teachers;

Discussing SEMH with individual students;

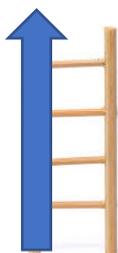
Monitoring Evidence for Learning.

Observing and feeding back on discrete teaching sessions informally, where appropriate.

## **9. Parent/carer involvement**

The parent/carer representative will remain the 'first port of call' for parent/carers who want to influence decision-making at Phoenix Bay.

Parent/carers will be invited to comment on the SEMH Policy (incorporating Relationships and Sex Education) in a **consultative** capacity, working towards participation. The table below explains:



Co-Production	We work jointly on decisions and put them into practice together.
Participation	We decide what should happen in the school together.
Consultation	The school asks parents/carers what they think and use this information to help decide what to do.
Information	The school tells parents/carers what is going to happen.

We anticipate parent/carers may become more involved the school offers the opportunity for parent/carers to share their views on aspects of their child or young person’s SEMH education. These suggestions for parental involvement will be discussed as part of the development of this policy and reviewed annually:

- Reviewing the SEMH policy.
- Reviewing the content of the Relationships and Sex Education (RSE) guidance document.
- Reviewing the suggested session content and resources as presented by the SEMH Lead and class teachers, prior to the start of the RSE content.

## 10. Student involvement

The SEMH leads will discuss the Relationships and Sex Education resources with the student council (KS3-KS4) and advocacy lead annually, before the content has been taught and after the content has been taught. Class teachers will work with individual students in their class to determine the most appropriate teaching methods and resources. Where appropriate, there will be an evaluation for students when they have finished the course (to be administered by the class teacher) which will rate how confident they feel about each aspect of the curriculum.

## 11. ‘Right to Withdraw’ at Primary

There is no ‘right to withdraw’ from Relationships education for Primary aged students, because the content we teach does not include anything which is defined as Sex Education.

## 12. ‘Right to Withdraw’ at Secondary

Any ‘right to withdraw’ from Sex Education must be negotiated with parents/carers (for students under 16) or with the student (if they have capacity to make that decision) following consultation. It is the school’s responsibility to interpret what is deemed solely ‘sex education’ and this is explained in Section 3 of this policy. We

encourage parents to engage with the school before making this decision and hope you will support us to give your student an opportunity to learn about these important facts. If you decide you do not wish your student to participate, you can contact the class teacher or the Head of the College to arrange for them to be removed from the class.

Author	Ross Banks
Document Title	EAL Policy
Date Reviewed	October 2021
Next Review Date	October 2022