



PHOENIX BAY

Policy Focus	Relationship and Sex Education Policy
Lead Policy Holder	R Banks - Principal
Designated Advisory Board	Laura Secker
Policy Date	April 2023
Policy Version	1.1
AB Adoption Date	April 2023
Review Date	April 2024

Version Control since October 2021

Version	Date of Change/Adopted	Reviewed by	Reason for change
1.0	October 2021	R Banks	New document
1.1	April 2023	R Banks/Laura Secker	Revised

Contents:

1	Policy Aims
2	Definition
3	PSHE subject content
4	Relationship and Sex Education content
5	Aspect of relationships
6	How is the subject taught and who is responsible for teaching?
7	How we manage difficult questions
8	How the subject is monitored and evaluated
9	Parent and carer involvement
10	Student involvement
11	The right to 'withdraw' at primary
12	The right to 'withdraw' at secondary
13	Appendix 1

1. Relationships and Sex Education Policy Aims

This policy sets out the content of the PSHE 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

PSHE is Personal, Social, Health and Economic Education (PSHE). It encompasses the skills and knowledge that children and young people need to live a successful life.

Relationships and Sex Education sits within PSHE, 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 (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. PSHE Subject Content

PSHE is a core subject at Phoenix Bay School and we follow the PSHE Association Thematic Model, ensuring that there is a continuum to ensure students receive an appropriate and balanced education

The PSHE curriculum follows three themes:

SKILLS

- Relationships
- Living in the wider world
- Health and wellbeing

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, students 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/612222/Relationships_Education_Guidance.pdf)

5. Aspects of Relationships and Sex Education which we define as 'Sex Education'

At Phoenix Bay, School, we use the Medway RSE resources and within that 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

PSHE is taught and embedded throughout the curriculum at all Key Stages. There is one discrete session each week as well as person-centred learning throughout the curriculum. During the summer term RSH is taught. We tailor the content and teaching to meet the specific needs of students at different developmental stages.

We teach PSHE 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.

Teachers are responsible for teaching the content of the PSHE curricula, supported by Wellbeing Mentors.

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 at Phoenix Bay School 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 appropriate groupings 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 Wellbeing Mentor 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/carer of the question which has been asked (if appropriate)
- Speak to the student privately with another adult present

Given ease of access to the internet, students 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 teaching and learning lead will monitor the teaching of PSHE by:

Holding professional conversations with class teachers;

Discussing PSHE with individual students;

Monitoring Evidence for Learning.

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

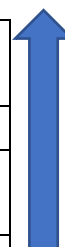
9. Parent/carer involvement

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 PHSE 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 PSHE education. These suggestions for parental involvement will be discussed as part of the development of this policy and reviewed annually:

- Reviewing the PSHE policy.

- Reviewing the content of the Relationships and Sex Education (RSE) guidance document.

- Reviewing the suggested session content and resources as presented by the PSHE Lead and class teachers, prior to the start of the RSE content.

10. Student involvement

Teachers will work with individual students 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 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 Principal to arrange for them to be removed from the class.