

# Sex and Relationships Policy

Approved by: Governors

Approved on: September 2022

STA Contact: Headteacher/SAHT

Revision due: September 2024



## Aims:

At St Andrew's C of E High School, we believe that Physical, Social and Health Education (PSHE) enriches pupils' knowledge, skills and the understanding they need to lead confident, healthy, independent lives to become informed, active, and responsible citizens. Our curriculum is mindful of the Christian values we have at St Andrew's school whilst it is respectful of other faiths in our local community. The Department for Education has introduced new curriculum guidelines for PSHE and there is a high focus on Sex and Relationship Education (SRE). Our SRE curriculum has been developed in line with these guidelines, considering guidance from both the PSHE association and West Sussex education for safeguarding. We have also strengthened cross curricular links at St Andrew's with other subjects, to enable students to investigate and extend their understanding of different topics in an open learning environment.

## Definition

SRE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality, and sexual health. SRE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful, and non-exploitive relationships. It also provides them with the skills to stay safe both on and offline. It enables pupils to explore their own and other's attitudes and values, building their self-esteem and confidence to view their own sexuality positively.

## Guiding principles

In society today young people face a host of different pressures, it is vital that they are given a safe place to discuss these and understand the gap between perception and reality, in a fully supported environment. Although not all young people will be involved in these behaviours, research suggests that it has the potential to influence a teenager's attitude, sexual behaviour, and the understanding of what constitutes healthy relationships and interactions. Our SRE programme is an integral part of our whole school PSHE provision and will cover various sensitive and controversial issues, therefore, where possible, external professionals will be used to support student learning. Our SRE curriculum allows our students to develop their attitudes and values, their personal and social skills and their knowledge and understanding of SRE. The curriculum does this whilst supporting the following Christian beliefs and other aspects:

- The sanctity of marriage is central in Christian teaching and practice.
- The significance of marriage and families as key building blocks of our community and society.
- Students will learn that some people choose not to engage in sexual activity and that this should be respected and valued as a response to the gift of faith.
- Sex education includes learning about physical and emotional development.
- Sex education is part of a wider social, personal, spiritual and moral education process.
- Students will learn to have respect for their own and other people's bodies.
- Students will learn about the responsibilities to others and be aware of the consequences of sexual activity.
- The importance of building positive relationships with others through trust and respect.
- Students will recognise how to keep themselves safe when using the internet and other forms of technology, to respect the wellbeing and integrity of themselves and others.
- To assist our students in becoming a balanced and caring member of adult society, preparing them for the responsibilities and experiences of adult life.
- To help students move towards a mature understanding of the responsibilities involved in relationships with others and sexual behaviour.
- Enable students to consider the actions of certain sexual behaviours, whilst recognising the values of family life by providing a basis for informed decisions.

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## Policy development and PSHE provision

This policy has been developed in consultation with staff, governors, students and parents. The consultation and policy development process involved the following steps:

1. Review – A review of the PSHE curriculum and all the relevant changes before researching local and national guidance.
2. Parent consultation – We invited parents in for a parent forum where the PSHE and SRE curriculum was discussed and adjusted.
3. Pupil consultation – We investigated pupils' current levels of understanding and their desired curriculum.
4. Staff consultation – PSHE teaching staff were asked for their input, particularly relating to when aspects are taught and the addition of external specialist support.
5. Ratification – The policy was shared, reviewed and approved by the schools full Governing Body.

## Roles and Responsibilities

Those primarily responsible for the management of SRE at St Andrew's are:

- The Head Teacher (Ms M Lowney)
- Senior Assistant Head Teacher/PSHE Line Manager (Ms H Goss)

## Sensitive Issues

No teacher delivering SRE will be expected to deal with sensitive issues beyond those outlined in the curriculum content. If any teacher feels unable to deliver all or part of the SRE programme, another member of staff should teach it. If students ask questions or seek information about sensitive matters, teachers should use their professional judgement over the response on this matter, possibly after consultation with colleagues.

## SEND provision

The SENDCO and SEND faculty are given resources and training to support our SEND students in small group settings to allow all student access to appropriate and high quality SRE.

## Right of Withdrawal

Parents/carers have the right to withdraw their children from all or part of the sex education provided by the school. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and/or child and take appropriate action. Year 11 students who are within three terms of their 16<sup>th</sup> birthday may withdraw themselves, however their parents/carers are not permitted to do so if the student wishes to receive sex education. Students wishing to be withdrawn should approach Ms H Goss, PSHE leader.

## Child Protection

The child protect officer should be informed of any information which may indicate abuse or inappropriate activities. The Child Protection Policy should be referred to for further clarification.

## The Curriculum

SRE will be predominantly taught as part of the PSHE curriculum, where students in Year 7, 10 and 11 will have a one-hour lesson a fortnight, student in Year 8 and 9 have one hour a week. Students will also develop their

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awareness of SRE during other compulsory curriculums such as science. Assemblies throughout the year will also support students' knowledge and understanding of SRE.

Students will learn:

## Families

- 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 e.g. 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.

## Respectful relationships including friendships

- the characteristics of positive and healthy friendships (in all contexts, including online) including: 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.
- 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.

## Being safe

- 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

- 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 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/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.

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- 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.

## Changing adolescent body

- key facts about puberty and the changing adolescent body, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

The above fit into the 5-year plan for PSHE:

	Autumn 1 Health & wellbeing	Autumn 2 Relationships	Spring 1 Living in the wider world	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school	<b>Diversity</b> Diversity, prejudice, and bullying, The Equality Act 2010 <u>incl</u> protected characteristics	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations *	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and PGM	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries - <u>consent</u>	<b>Finance and Careers</b> Saving, borrowing, budgeting and making financial choices, first aid
Year 8	<b>Managing Myself</b> Factors contributing to health, changes and coping with stress, coping with conflict, mental health	<b>Discrimination</b> Discrimination in all its forms The Equality Act 2010 <u>incl</u> protected characteristics. Exploring <u>consent</u>	<b>Rights and the law</b> British values, no one is 'above the law' rights and responsibilities, law relating to young people	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies	<b>Identity and relationships</b> Gender identity, sexual orientation, <u>consent</u> , 'sexting', and an introduction to contraception	<b>Media Literacy and Digital Resilience</b> Online safety, digital literacy, media reliability, and gambling hooks, first aid
	Drugs and alcohol misuse and pressures, extreme views		<b>Community and careers</b> Equality of opportunity in careers and life choices			
Year 9	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation. Community and local issues.	<b>Being informed in relationships</b> Taking control online, grooming and sexual exploitation, characteristics of healthy relationships, including <u>consent</u> .	<b>Futures</b> Learning strengths, career options and goal setting as part of the GCSE options process	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Intimate relationships</b> Relationships and sex education including <u>consent</u> , contraception, the risks of STIs, and attitudes to pornography	<b>Employability skills</b> Employability and online presence, first aid
		<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Finance</b> Money, budgeting, spend and save, borrowing and interest rates.	<b>Mental Health</b> Understanding mental health, taking control, getting help, understanding others	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships <u>consent</u>	<b>Exploring success</b> Dreams and aspirations, pathways, first aid
Year 10	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Healthy relationships</b> Relationships and sex expectations - <u>consent</u> , myths, pleasure and challenges, including the impact of the media and pornography, choices for pregnancy	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media, <u>consent</u> , British Values	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism, British Values	<b>Work experience</b> Preparation for and evaluation of work experience and readiness for work, reviewing dreams and aspirations
	Autumn 1 Living in the wider world	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1	Summer 2
Year 11	<b>Careers and Post 16</b> (Q: Where will I be in 5 years' time?) Application processes, and skills for further education, employment and career progression	<b>Careers and Post 16</b> (Q: Where will I be in 5 years' time?) Application processes, and skills for further education, employment and career progression	<b>Intimate relationships</b> (Q: How do I keep myself safe in relationships?) Relationships and sex education including <u>consent</u> , contraception, the risks of STIs, assertive communication, types of relationships and attitudes towards them	<b>Transitions and Study Skills</b> Exam revision support, moving on		

A more detailed copy is available on request.