Relationships & Sex Education and Health Education Policy

Bolder Academy

390 London Road, Isleworth, Middlesex TW7 5AJ Registered in England and Wales No: 08932893 Relationships and Sex Education Policy V2

This policy is called:	Relationships and Sex Education and Health Education Policy		
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At Bolder Academy we recognise that Relationship and Sex Education and Health Education is part of lifelong learning which is focussed on physical, moral, social, cultural and emotional development.

Legislation

Relationships and Sex Education (RSE) and Health Education is an entitlement for all our students regardless of gender, cultural background, special educational needs and sexuality. It is also a legal requirement.

Statutory guidance (July 2019) highlights that young people need information to help them develop healthy, nurturing relationships of all kinds. The aim is to enable them to understand what healthy relationships look like, what makes a good friend, colleague, successful marriage, and other kinds of committed relationships. The aim is also to teach what is acceptable and unacceptable behaviour in relationships, and what the positive effects are that good relationships have on mental well-being. Students will also be able to identify unhealthy relationships and how such situations can be managed.

Note that effective RSE does *not* encourage early sexual experimentation. Rather, it enables young people to mature, to build their confidence and their self-esteem and to understand the reasons for delaying sexual activity.

Statutory guidance expects that all students will be taught LGBT+ (Lesbian, Gay, Bisexual and Transgender) content at a timely point as part of this area of the curriculum. Teaching about LGBT+ will be delivered when appropriate and this content will be fully integrated into our programmes of study.

Government guidance also states that all schools and Academies should address the physical and emotional damage caused by female genital mutilation (FGM) as well as the law. It also expects that students are taught about online risks, and where to get support to manage issues online.

The Learning and Skills Act (2000) states that young people should learn about marriage and its importance for family life and parenting. They should also be protected from inappropriate teaching materials.

Under the Education Act (1996) the Relationships and Sex Education programme should include information about STIs, HIV and AIDS.

Health Education

At Bolder we encourage students to make good decisions about their own health and well-being, to enable them to recognise what is normal and know how to seek support when issues arise.

We teach students that physical health and mental well-being are interlinked and promote their self-control and ability to self-regulate. We do this through an integrated whole-school approach in order to reduce stigma attached to health issues and to enable students to make well-informed and positive choices for themselves.

At Bolder, we have a whole-school approach to **mental wellbeing**. We follow the Feeling Good Programme for year 7s and 8s, and students have dedicated lessons in Culture and Society in year 9. We regularly discuss positive mental health in our assembly programme and through our Thought for the Week session.

Students learn about **internet safety and harms** and the similarities and differences between the online world and the physical world. They have e-safety modules in their Computer Science lessons, as well as additional e-safety sessions delivered by the local Police, and through collaboration with external agencies such as Sky.

We promote **physical health and fitness** through our PE lessons, and our cocurricular activities that students participate in at the end of the extended day, and during our "Being Bold" weeks. Our students also participate in local fixtures against other local schools and are encouraged to take up sport outside of the school environment. We also teach the importance of **healthy eating** and all our students go to learn about nutrition at the production centre at Sky, and we promote good **hygiene** by educating students about the importance of personal hygiene at school and at home.

In Culture and Society lessons, students learn about the dangers of **drugs**, **alcohol and tobacco**, and the risks associated with substance abuse. They learn about the law, as well as the physical and mental affects that they can have.

All students are also trained each year in **basic first aid**. Our year 7 students are taught the basic aspects of first aid from an external expert. Our year 8s continue their learning through work with St Johns Ambulance. Our year 9s work with Sky to develop their first aid skills further.

Students are also taught about the **changing of the adolescent body**. They learn about this in the KS3 science curriculum from a biological viewpoint. They also learn about emotional changes during Relationship and Sex Education workshops led by our local expert institutions – LVA trust and Crossway Pregnancy.

The Importance of Relationships and Sex Education (RSE)

Bolder strongly believes that RSE education on offer at the Academy should equip students to:

Be Kind:

- Value themselves and others, physically, emotionally and sexually.
- Form positive and rewarding relationships.

Be Strong:

- Develop the confidence to assert their needs.
- Make informed choices.
- Be clear about the facts concerning sex (for example, contraception and STIs).

Be Brave:

• Develop the skills to look after themselves and others, both emotionally and physically.

We develop the value of being Kind by promoting:

- A respect for self.
- A respect for others.
- Non-exploitation in sexual relationships.
- Compassion, forgiveness and care when people do not conform to their way of life.

We develop the value of being Strong by promoting:

- Commitment, trust, and bonding within sexual relationships.
- Mutuality in sexual relationships.
- Honesty with self and others.
- A development of critical self-awareness for themselves and for others.
- An exploration of the rights, duties, and responsibilities involved in sexual relationships.

We develop the value of being Brave by promoting:

- An acknowledgement and understanding of diversity regarding religion, culture, and sexual orientation.
- Self-discipline regarding sexuality.

Curriculum Delivery

Overview:

Students will be taught the facts and the law about healthy relationships, sex, sexuality, sexual health and gender identity in an inclusive way. We follow the guiding principle that all compulsory subject content must be age appropriate and developmentally appropriate. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of students and parents.

Teaching will build on the knowledge acquired at primary school and will develop further our students' understanding of healthy relationships, with an increased focus on introducing knowledge about intimate relationships and sex. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

The religious background of all students is considered so that the topics that are included are appropriately handled. We comply with the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

We will also take factors such as the dangers of internet and social media into account when planning SRE and consider the overlap with their wider curriculum to ensure students know how to keep themselves and their personal information safe.

At Bolder, we are alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and will take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. We are aware of the importance of making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Our SRE curriculum is supported in this by our wider policies on behaviour, bullying and safeguarding.

Content of the RSE Curriculum

The RSE Curriculum is embedded in and delivered through our Personal Social Health and Citizens Education (PSHCE) Curriculum.¹ The National Curriculum for PSHE and citizenship has four main strands: the self, relationships, health and safety and active citizenship.

This curriculum is delivered in a variety of ways. We have dedicated "Drop-Down" days, where students focus on a particular topic from the PSHCE curriculum, which allows the Academy to bring in expert speakers as well as time for extended workshops. We also teach aspects of RSE through our Culture and Society Curriculum, of which students have 1 hour per week. We also deliver RSE themes during our form time, through "Thought for the Week" activities and assemblies. Aspects of RSE are also taught through other subjects, such as science, and the RSE curriculum is supported by our student leadership programme.

Please refer to the end of this document for a list of RSE topics and when they are taught at Bolder.

Teaching RSE in and Through Other Subjects and Programmes

Science:

The science programme covers the mandatory elements of RSE:

- Anatomy
- Puberty
- Sexual reproduction (biological aspects)
- Gestation and Birth
- Pregnancy

Form Time (including Thought for the Week and Assemblies)

Our form tutors have a pastoral responsibility for our young people. They are given designated time with their groups during which they address the following issues:

- Transition to secondary school and to KS4
- How to achieve personal goals.
- Social interaction.
- Dealing with conflict.

¹ Please see our PSHCE curriculum and Policy on our website.

- Dealing with peer pressure and being true to oneself.
- How to develop the confidence to be assertive.
- Dealing with prejudice including racism, homophobia, and sexism.

Student Leadership

We have an active student leadership programme with trained student leaders. We have an anti-bullying team which work closely with staff and vulnerable students, and we have an LGBT+ group which is proactive in raising LGBT+ issues and representing minority groups in our school.

Teaching Strategies

A number of different methodologies are used to maintain interest and make young people feel safe. Central to their engagement is making RSE interesting and manageable. Methodologies used include:

- Setting a working agreement with the group.
- Single gender groups.
- Circle time.
- Role-play.
- Continuums.
- Use of photographs to initiate discussions.
- Case studies.
- Real-life dilemmas.

We also highly value the quality provision which our local, external agencies offer, and have created strong links with several institutions, who continue to deliver high quality workshops to our students, staff, and parents.

Boundaries

The setting of boundaries when discussing RSE is very important and creating a working agreement at the start of sessions supports this.

It is acceptable to take time to respond to questions raised and to return to these in the next session.

Questions are responded to openly and honestly. If questions cause concern, they are followed up outside the classroom. Personal information does not have to be revealed.

Monitoring and Evaluation

A baseline assessment of students' needs is conducted at the beginning of each year, and an evaluation of the RSE programme is completed at regular intervals, through discussion and written evaluations by the students and teachers.

We also consult data that is available at both a national level and local level, such as CHIMAT (Child and Maternal Health) and JSNA (Joint Strategic Needs Assessment), to inform us of the needs of our students.

Working with Parents/Carers

We are clear that parents and carers are the prime educators for children on many of the RSE themes. We will complement and reinforce this role and we see building on what students learn at home as an important part of delivering a good education.

We will work closely with parents/carers when planning and delivering these subjects, ensuring that parents/carers know what will be taught and when. We believe that parents/carers should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents/carers to understand and ask questions about our approach will help increase confidence in the curriculum.

Government statutory requirements state that there is no right for parents or carers to withdraw their pupils or for pupils to withdraw themselves from the relationships curriculum. However, under the Education Act 1996, parents do have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSE. Students cannot be withdrawn, however, from the compulsory elements of sex education contained in the science National Curriculum. To see where sex education is taught in our RSE curriculum, please refer to the table at the end of this document.

Parents/carers wanting to exercise the right to withdraw are invited to see the Headteacher who will explore the concerns of parents/carers and the possibilities of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child.

Following this discussion, if a parent/carer still wishes to withdraw the child we would ask that the request be submitted in writing.

Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed. This will be reviewed with the parents/carers each year.

Confidentiality

At the start of RSE sessions, we inform the students that we cannot keep information in confidence if we feel that the student is at risk, either from themselves or others.

If we think a student is at risk Child Protection guidelines are followed.

All students are entitled to support, and sexual health advice and we tell students how to access local services.

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	Key St	tage 3	Key stage 4		
	Year Seven	Year Eight	Year Nine	Year Ten	Year Eleven
Topics	Secondary Transition, PSHCE Questionnaires, Baseline lesson	PSHCE and SRE Questionnaire, Baseline lesson	PSHCE and SRE Questionnaire, Baseline lesson	Transition to KS4 SRE Questionnaire	Promoting self-esteem and managing stress and future opportunities
	Self-esteem	Self-esteem and body image	Recognising and managing risk	Relationships and Sex expectations, myths, pleasure and challenges	Safer Sex and assertive communication
	Online Etiquette	Healthy relationships and basic consent	Reasons to have sex or to delay	Impact of the media and pornography	Abortion – whose choice?
	Emotional Resilience	Introduction to contraception	Contraceptive Methods	Managing romantic relationship challenges including break ups	Sexual Bullying
	Healthy Friendships	Social Media	STIs and contraception	Sexual Health services	Tackling domestic abuse and forced marriage
	Introduction to LGBT+	LGBT+ and bullying	LGBT+ and inclusion	LGBT+ and diversity	Different families and parental responsibilities, pregnancy, marriage
	Unwritten Rules	Talking about sex and relationships	Attitudes to Contraception	Mental health and ill health, stigma	Accessing Local and National Services
	Gender Stereotypes	Introduction to Domestic Violence	Tackling Homophobia, transphobia and Sexism	Managing periods of change and transition	British values, human rights and community cohesion
	CSE	Healthy relationships	Families and Parenting	Living with HIV	
	Introduction to FGM	FGM	Conflict Resolution and relationship changes	Influences and impact of gangs, and grooming	
	Introduction to Information sharing	Information sharing			

Sex education topics are highlighted in orange. Please refer to the Bolder PSHCE Curriculum document and Policy to see where RSE sits in this wider curriculum. Colour coding follows the same logic: **Relationships** & **Health & wellbeing**.

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