



Yate Academy

Relationships and Sex Education Policy *(Secondary)*

Yate Academy is part of the Greenshaw Learning Trust.

The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, Grennell Road, Sutton, Surrey, SM1 3DY.

Yate Academy

Relationships and Sex Education Policy

09/01/2024

This Policy applies to Yate Academy and all governors and staff of the school must abide by this policy which has been adopted in accordance with and pursuant to the Curriculum Policy of the Greenshaw Learning Trust.

It is the responsibility of the governing body and Headteacher of the school to ensure that their school and its staff adhere to this policy. In implementing this policy school staff must take account of any advice given to them by the GLT Chief Executive Officer and/or Board of Trustees.

This policy is subject to the GLT Curriculum Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Curriculum Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT Chief Executive Officer should be consulted.

Approval and review:

This policy is the responsibility of: Headteacher

This policy was approved by the Governing Body on: January 2024

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Relationships and Sex Education Policy

1. Statutory requirements

Yate Academy is required to provide a curriculum that is broad and balanced in accordance with Section 78 of the Education Act 2002.

Yate Academy must provide relationships and sex education to all pupils as per section 34 of the [Children and Social Work act 2017](#). In teaching relationships and sex education the school is required to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the Education Act 1996, Published 25 June 2019.

2. Policy aims

By providing comprehensive RSE Yate Academy is not encouraging pupils to become sexually active at a young age.

The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Through the provision outlined in this policy we also aim to raise pupils' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media.

We seek to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them.

We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

3. Roles and responsibilities

School staff

The school provides regular professional development training in how to deliver relationships and sex education so that all school staff feel comfortable to take PSHE classes and answer questions from pupils. If a teacher does not

feel confident leading such discussions then that is likely to be reflected by the pupils, and their learning will be compromised.

This includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching relationships and sex education is so important.

There are certain members of the school leadership team, such as the Designated Safeguarding Lead, who will hold more responsibility for ensuring that the school's relationships and sex education provision is relevant to our pupils and is effective, but this is generally a responsibility for all staff members and the school expects staff to voice opinions and share expertise in this area.

Senior leaders/ Head of PSHE and EDI will:

- Develop this school policy and review it *annually*. This policy is developed in consultation with school parents/carers, pupils and staff to ensure that it meets the needs of the whole school community.
- Parents, pupils and staff are consulted on relationships and sex education provision, for example:
 - Termly parent/carer letters sent out to lay out what will be covered in PSHE that term for each year group
 - Parent surveys in creating the RSE policy
 - Student panel opportunity to raise issues around the PSHE and RSE curriculums
 - The policy is shared with governors and approved
- Ensure that all staff are given regular and ongoing training on issues relating to relationships and sex education and how to deliver lessons on such issues.
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to relationships and sex education.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of [relationships education / relationships and sex education] to pupils. This may be because they do not feel that their training has been adequate or that aspects of the curriculum are in conflict with their religious beliefs.
- Ensure that relationships and sex education is age- relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- Ensure that the knowledge and information regarding relationships and sex education to which all pupils are entitled is provided in a comprehensive way.
- Support parental involvement in the development of the relationships and sex education curriculum.
- Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced relationships and sex education in school.

- Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for relationships and sex education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate. We want the provision of relationships and sex education at home to be complementary to the provision the school provides, and this should be clearly communicated to parents/carers and additional support given where necessary or requested.
- ensure that SRE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of relationships and sex education.

All staff will:

- Ensure that they are up to date with school policy and curriculum requirements regarding relationships and sex education. If a member of staff feels that any areas are not covered or inadequately provided for they should report that to Head of PSHE and EDI and DSL.
- Attend and engage in professional development training around relationships and sex education provision.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. Any potential safeguarding concerns must be referred to the DSL through the online reporting mechanism (MyConcern)
- Provide regular feedback to their managers on their experience of teaching relationships and sex education and student response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced relationships and sex education in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If a member of staff needs support in this area they should speak to the Head of PSHE and EDI and the SENDCo.

Pupils

Pupils are expected to attend relationships and sex education classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects pupils to recognise this.

Pupils should support one another with issues that arise through relationships and sex education. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school behaviour policy.

Pupils should feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related relationships and sex education or otherwise.

Conversations of this nature between staff and pupils will be held in confidence; however staff must take concerns to the DSL using the online referral system (MyConcern). If there is a child protection concern or they feel ill-equipped to deal with the issue at hand.

Pupils will be asked for feedback on the school's [relationships education / relationships and sex education] provision annually, by Head of PSHE and EDI. Opinions on provision and comments will be reviewed by senior managers and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school seeks to provide pupils with the education they need on topics they want to learn about.

Parents/carers

The school expects parents/carers to share the responsibility of relationships and sex education and support their children's personal, social and emotional development.

We encourage parents/carers to create an open home environment where their children can engage, discuss and continue to learn about matters that have been raised through the school's relationships and sex education. Parents/carers are also encouraged to seek additional support in this from the school where they feel it is needed. For information on accessing school support, see section 5.

4. Implementation, delivery and curriculum

It is important that the school's relationships and sex education policy is implemented consistently and effectively throughout the school. Teachers are encouraged to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

Relationships and sex education is delivered through both personal, social, health and economic education (PSHE) and as part of the science curriculum.

Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships. It is important that pupils know the difference between fact, opinion and belief.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Guest speakers

Guest speakers may be invited into school to talk on issues related to sex and relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and required to comply with the guidelines outlined within it.

Terminology

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

Dealing with difficult questions

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the Head of PSHE and EDI.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might include using an anonymous suggestion box or emphasizing that the classroom is a safe place

Pupils with special educational needs

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to relationships and sex.

The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- interactive teaching methods e.g. contraceptive card game.
- use of expert guest speakers.
- practical activities.
- using DVDs or video.
- group and paired activities.

5. Withdrawal from relationships and sex education

The school aims to keep parents/carers informed about all aspects of the relationships and sex education curriculum and urges parents/carers to read this policy. Parents/carers can request access to resources and information being used in class, and the school will do everything it can to ensure that parents/carers are comfortable with the education provided to their children in school.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of relationships and sex education up to and until 3 terms before the child turns 16.

Any parent wishing to withdraw their child from relationships and sex education should put this request in writing to the Designated Safeguarding Lead who will arrange a meeting to discuss their concerns. Relationships and sex education is a vital part of the school curriculum and supports child development and we strongly urge parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life.

On receipt of a request the Designated Safeguarding Lead will invite the parents/carers to a meeting, at which the he/she will explain clearly what the policy is and seek to accommodate the wishes and/or concerns of the parents/carers. If that is not possible the pupil will be withdrawn from relationships and sex education and placed in another class where suitable work and supervision will be provided.

After 3 terms before the child turns 16, the child may choose to no longer be withdrawn from relationships and sex education.

6. Complaints

Parents/carers who have complaints or concerns regarding the relationships and sex education curriculum should contact the school and follow the school's complaints procedure.

7. Equal opportunities

Relationship and sex education lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously, in the same way as bullying of any kind - the procedures regarding this are outlined in the school's behaviour policy.

8. Safeguarding and confidentiality

The school seeks to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to a reference in accordance with the school's child protection and

safeguarding procedure.

Personal information about pupils who have approached a teacher for discussion should only be shared where there is a concern through the online referral system with the DSL. If there is a child protection concern, the information must be handled as outlined in the school child protection and safeguarding procedure. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's staff discipline, conduct and grievance procedures.

If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- Notify the DSL through the online referral system
- Ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
- Encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents/carers have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from Designated Safeguarding Lead and SENDCo to decide what is in the best interest of the child.

Advice and treatment

Staff who are approached by pupils with a concern about having contracted or possibly contracted a sexually transmitted disease should refer them immediately to the DSL

Providing advice on contraception and practising safe sex is a key part of the school's relationships and sex education provision. We also encourage parents/carers to engage their child in open discussion about practising safe sex.

There is no reason for staff to expect to be made aware of a pupil or colleague's HIV or hepatitis status, and no person will be discriminated against if there is a disclosure of this type of information.

9. Monitoring, review and evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide relationship and sex education that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason we review the relationship and sex education curriculum annually, and will inform parents/carers of any revisions to this policy or [relationships education / relationships and sex education] curriculum.

We will monitor the effectiveness of our relationship and sex education provision through:

- yearly feedback from pupils

- yearly feedback from parents/carers
- feedback from staff
- classroom observations.

The school will review this policy annually, evaluating its effectiveness by taking into account feedback from pupils, staff and parents/carers, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

10. Support

Pupils should feel safe in the school environment to talk to any member of staff about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to relationship and sex education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

11. Appendices

PSHE Curriculum Intent

PSHE Curriculum

Intent:

At Greenshaw we believe, PSHE education enables students' to develop the knowledge, skills and attributes they need to manage their lives, now and in the future. This ranges from making informed decisions about healthy relationships to managing their money. Our intent is to provide our students with an understanding of themselves and others, to manage their wellbeing, to ensure they can build and sustain healthy relationships, and to understand how they will change and develop.

Big Ideas	Description
Identity and Difference	Understanding identity and difference is integral to students positively and successfully navigating their future. Knowing and accepting themselves is key to knowing and understanding others. Students will learn the benefits and value of different beliefs, cultures, and groups. They will also develop assertiveness skills and an understanding of the law that can help them stay true to their values and challenge inequalities they, or others, may experience.
Wellbeing	Wellbeing has many dimensions, students need to understand each of these to live a happy and healthy life, whether that is physically, socially, emotional, mentally or economically. Understanding the importance of being 'healthy' in these areas is about making positive and well-informed choices. In order to do this students will learn about understanding and assessing risk.
My Relationships	The term relationship is far reaching and multifaceted. Our curriculum develops students understanding of relationships, the law and sexual activity; embracing moral, spiritual, and cultural values. It not only teaches students how to build and sustain healthy and intimate relationships, but to understand when relationships may have a negative impact on themselves or others.
Developing Me	Students will gain knowledge of the anatomy and physiology of growth and development. They will understand about the physical and biological aspects of puberty, and growing up, the human life cycle and how a baby is conceived and born; having knowledge of the appropriate factual information. Our curriculum will also ensure understanding of feelings associated with development and change for themselves and others.
Character	At Greenshaw success is not just measured by academic achievement but by the character of an individual. Our aim is to make every child in our care the very best version of themselves through nurturing talent, channelling creativity, exposing ambition and competing for excellence. Students will experience a rich tapestry of opportunities that will shape choices, develop pride and confidence as well as prepare students for their next steps in life.

PSHE Curriculum Map:

PSHE TERM 1

	Year 7	Year 8	Year 9	Year 10	Year 11
Lesson 1	Me and my identity – Influences on identity What is it to be unique British identity and values	Family Family's influence and expectations Managing expectations	Relationships Friendships – Peer Approval Intimate relationships Accessing support and advice	Human Rights and the Equality Act	Relationships and the law Unacceptable behaviours Coersion, DV, HBV, FM
Lesson 2	Peer Pressure and belonging	First impressions, Faiths and beliefs Britain as a multicultural society	Self-identity/Social Groups Social Media/Risk Social risks – gangs, drugs, sex	Grief and Loss Physical and mental responses to grief How to get support with grief	Law and why age limits. Use of drugs in relationships Confusion between love and abuse
Lesson 3	My Online Identity Online Safety - Rules	Race, Religion and Multicultural Britain Hate incidents/crimes Benefits of multiculturalism	Positive/negative self-identity Positive identity and positive relationships Consent and the Law	Risk in real life and online Online identity Netiquette On line data use The Laws - Online	Being an internet citizen and the law Illegal online activity Consequences of viewing pornography
Lesson 4	Understanding stereotypes, prejudice and Discrimination	Social injustice and social Inequality	Prejudice and discrimination Equalities Act	Financial terms Financial risk and how to mitigate Financial Fraud – (Money mulling) Equity in the workplace Equalities Act	Keeping yourself and others safe in an emergency situation
Lesson 5	Challenging discrimination and bullying	Bullying and how to combat it Self-Awareness Banter/positive language	Bullying and LGBTQ+	Multiculturalism, society and inequality Benefits of multiculturalism	Managing anxieties and lifestyle choices
Lesson 6	The Structure of government	Understanding the cabinet Media How to identify fake news	The Law and the justice system	Different Relationships and impact Power/change in relationships Coercive control -Physical/Mental Resilience	Finances- how to budget, avoid debt. Consequences of gambling and debt
Lesson 7	Uni Frog	Uni Frog	Uni Frog	Uni Frog	Uni Frog
Lesson 8	Character Log Book	Character Log Book	Character Log Book	Character Log Book	Character Log Book

PSHE TERM 2

	Year 7	Year 8	Year 9	Year 10	Year 11
Lesson 1	Relationship & Changes How to build positive supportive relationships	Relationships with yourself/social media Positive/ stable relationships	Mental Health and Emotions Stigma & Mental Health How to Support or access support	Relationships with Peers Teen violence Gangs Anti-social Behaviour	Jobs, skills and aspirations Strategies to keep relationships positive
Lesson 2	Conflict & Discernment Managing conflict in friendship groups Discernment and the media	Personal Space and culture Using social media Safety and the Law	Change and Resilience Sleep – Facts Importance for mental/physical health	Healthy Relationships & Connections Love and how this portrayed in the media and society Love and Loss	Marriage and civil partnership Parenthood: challenges & pleasures Identifying whether you want to raise a family or not
Lesson 3	Assertiveness in Relationships (Aggressive, assertive, passive) Consent to use social media Assertive action against sexting	Coercion in Relationships What is unhealthy, Power balance Where to access support	Power and Assertiveness Equality in relationships Understanding choice and saying “no” Assertiveness skills in a relationship Consent and Law	Different types and stages of relationships Ending a romantic relationship and consequences	Stress and strategies to manage it How sleep, physical health and mental health impact the body and mind
Lesson 4	Puberty Changing body	Intimate relationships And feelings associated	CSE Online sexual grooming Sexting Where to access help	Change, society and how this affects us How change is reflected in the media Climate change	Personal hygiene and health STIs: prevention and treatment
Lesson 5	Having a baby Conception and development Babies and responsibilities	Romantic relationships Positive Behaviours in relationships Feelings and attraction Sexuality and feelings	Pornography/ Reality ideal bodies/low self esteem Law – Online & social Media	Sexuality and gender Gender stereotypes	Pressures in relationships Sex and peer influences Healthy relationships Consent
Lesson 6	How media can impact Self-esteem/body image Strategies to build self esteem	Pornography/Reality Risk behaviour specifically around alcohol -/sex The Law	Contraception and consequences Sexual Health Informed decisions/help Law	Changes- Physical, Emotional How to manage change	Contraception Pregnancy and fertility Respecting different opinions around pregnancy

	Emotional changes during puberty				
Lesson 7	Uni Frog	Uni Frog	Uni Frog	Uni Frog	Uni Frog
Lesson 8	Character Log Book	Character Log Book	Character Log Book	Character Log Book	Character Log Book

PSHE TERM 3

	Year 7	Year 8	Year 9	Year 10	Year 11
Lesson 1	Relationship & Changes How to build positive supportive relationships	Relationships with yourself/social media Positive/ stable relationships	Mental Health and Emotions Stigma & Mental Health How to Support or access support	Relationships with Peers Teen violence Gangs Anti-social Behaviour	Intimate relationships
Lesson 2	Conflict & Discernment Managing conflict in friendship groups Discernment and the media	Personal Space and culture Using social media Safety and the Law	Change and Resilience Sleep – Facts Importance for mental/physical health	Healthy Relationships & Connections Love and how this portrayed in the media and society Love and Loss	
Lesson 3	Assertiveness in Relationships (Aggressive, assertive, passive) Consent to use social media Assertive action against sexting	Coercion in Relationships What is unhealthy, Power balance Where to access support	Power and Assertiveness Equality in relationships Understanding choice and saying “no” Assertiveness skills in a relationship Consent and Law	Different types and stages of relationships Ending a romantic relationship and consequences	
Lesson 4	Puberty Changing body	Intimate relationships And feelings associated	CSE Online sexual grooming Sexting Where to access help	Change, society and how this affects us How change is reflected in the media Climate change	
Lesson 5	Having a baby Conception and development Babies and responsibilities	Romantic relationships Positive Behaviours in relationships Feelings and attraction Sexuality and feelings	Pornography/ Reality ideal bodies/low self esteem Law – Online & social Media	Sexuality and gender Gender stereotypes	
Lesson 6	How media can impact Self-esteem/body image Strategies to build self esteem Emotional changes during puberty	Pornography/Reality Risk behaviour specifically around alcohol -/sex The Law	Contraception and consequences Sexual Health Informed decisions/help Law	Changes- Physical, Emotional How to manage change	
Lesson 7	Uni Frog	Uni Frog	Uni Frog	Uni Frog	
Lesson 8	Character Log Book	Character Log Book	Character Log Book	Character Log Book	