

# **The ArtsXchange**

**Part of the T4 Trust**

## **Relationships and Sex Education Policy**

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# 1. Context

We promote discussion about such issues as self-esteem, responsibility for the consequences of one's actions and moral issues such as abortion and the age of consent. All Relationships and Sex Education (RSE) issues are taught without bias and are presented using a variety of views so that students are able to form their own informed opinions and to respect those of others.

Both formal and informal questions from students about RSE are answered according to the age and maturity of the student concerned. Questions do not have to be answered directly and can be addressed individually at a later time. We expect staff to use their skill and discretion and to refer immediately to the DSL or Head of College if they are concerned about a student and/or a Child Protection/safeguarding issue.

The programme's content was decided upon after consultation with students, parents/carers, staff, governors and the college health advisor and used Ofsted's Sex and Relationship Guidance (2002) and the Supplementary advice to the Sex and Relationship Education Guidance DfEE (2019) as a basis for discussion. The age and cultural backgrounds of the students are regarded in relation to images used. The range of material used is available to parents/carers, and informative books are available to students.

This is consistent with the emphasis, delivered at all times throughout the school, on respectful behaviour and reflection. The messages we deliver in RSE are not delivered in isolation, but embedded in all curriculum areas and in the college's daily practices.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors may be invited to contribute to the delivery of RSE in college. All the visitors are familiar with and understand the college's RSE policy and work within it. Their input to PSHE lessons is part of a planned programme and negotiated and agreed with staff in advance, and visitors are supported by a member of staff at all times. Visitors' input is monitored by staff and students, and this evaluation informs future planning.

The RSE programme is evaluated using informal activities that have been built into the programme. Staff are encouraged to access appropriate training and support to help them to deliver effective SRE.

## 2. Aims

The aims of relationships and sex education (RSE) at our college are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive and inclusive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies.

## 3. Statutory requirements

As a secondary academy school/college we must provide RSE to all students as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At ArtsXchange we teach RSE as set out in this policy.

This policy is also in line with our funding agreement and articles of association.

## 3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all college staff were given the opportunity to look at the policy and make recommendations.
3. Parent/carers/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy.
4. Student consultation – we investigated what exactly students want from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

## 4. Definition

The ArtsXchange believes that RSE should meet the needs of all students and we deal honestly and sensitively with issues related to sexual identity and relationships. We are appropriate and supportive in helping our students engage with and explore this important aspect of their education and life.

RSE helps our students to understand the difference between safe and abusive relationships and equips them with the skills to navigate and engage with intimate relationships appropriately and consensually. This RSE Policy and PSHE curriculum, also equips students with the knowledge of how to get help if they need it. Our RSE approach deepens the embedding of safeguarding within the college and supports the promotion of student well-being.

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring a range of diverse issues and values.

RSE is not about the promotion of sexual activity.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum along with the biological aspects of RSE.

Students also receive stand-alone sex education sessions delivered by a trained health professional.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

Our Relationship and Sex Education Curriculum Focuses on:

- Changes in puberty
- Talking About Sex and Relationships
- Recognising and managing risk
- HIV transmission
- Safer Sex
- Puberty
- Reproduction

- Conception & Pregnancy
- Reasons to have sex or to delay
- Living with HIV
- Abortion – whose choice?
- Managing feelings
- Contraception Contraceptive Methods
- Body Image and relationships
- Accessing Local and National Services
- Getting Help and Support
- Consequences of sexual activity
- Condoms and STIs
- Negotiation skills Parenting
- Friendships
- Social Pressures on Young People
- STIs/ Sexual Health Services
- Sexual Bullying

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatization 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).

## 7. Roles and responsibilities

### 7.1 The Governing Board

The governing board will hold the Head of College to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the curriculum committee.

### 7.2 The Head of College

The Head of College is responsible for ensuring that RSE is taught consistently across the college, and for managing requests to withdraw students from non-statutory components of RSE (see section 8).

### 7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress

- Responding to the needs of individual students
- Responding appropriately to students whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head of College.

The lead in respect of the delivery of RSE is the Head of College.

#### **7.4 Students**

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **8. Parents/carers' right to withdraw**

Parents/carers have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the college will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head of College.

A copy of withdrawal requests will be placed in the student's educational record. The Head of College will discuss the request with parents/carers and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

## **9. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Head of College will also invite visitors from outside the college, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the Head of College and Asst. Head of College, through:

- Planning scrutiny
- Learning walks
- Lesson observations

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Head of College, annually. At every review, the policy will be approved by the curriculum committee of the governing body.

# Appendix 1: Curriculum map

## Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Pre 16/Post 16's	Topics programmed for 2021/22	Safer Sex/Sex and the Law/Contraception
		Relationships/diversity of individuals and relationships/types of relationships/ marriage/love and feelings
		YPSI & Consent
		Pornography/impact of pornography/revenge pornography
		Online peer pressure
		Internet and body image
		Puberty – Physical and emotional changes/managing the challenge
		Sexual pressures/consent and choice/resilience & saying no
		Sexting
		Explaining sexuality/sexuality and mental health
		Sexually transmitted infections (STI)

## Appendix 2: By the end of secondary education students should know:

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>● That there are different types of committed, stable relationships</li> <li>● How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>● 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</li> <li>● Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>● The characteristics and legal status of other types of long-term relationships</li> <li>● The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>● How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>● 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</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>● That in college and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>● What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>● The legal rights and responsibilities regarding equality (particularly with reference</li> </ul>

	<p>to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p>
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and</li> </ul>

	<p>options available</p> <ul style="list-style-type: none"><li>● The facts around pregnancy including miscarriage</li><li>● 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)</li><li>● 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</li><li>● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li><li>● How the use of alcohol and drugs can lead to risky sexual behaviour</li><li>● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li></ul>
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## Appendix 3: Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of student		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the college to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	