Leigh Academy Tonbridge

Relationship and Sex Education (RSE) Policy

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Introduction

At Leigh Academy Tonbridge it is our steadfast purpose to challenge and defy the barriers that constrain the educational progress of any child. We set high aims for aspiration and secure collective responsibility for all our children's achievements. The overarching aims and objectives of our Relationship and Sex Education is that pupils are able to make safe, healthy and informed decisions for their personal wellbeing both now and in the future. The PSHE programme guides students to develop a range of attributes and behaviours important to students' holistic educational experience and success in the future. We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) through liaising with the SENDCo. We ensure RSE fosters gender equality and LGBT+ equality by reflecting the values of modern British Society and as set out by modern British law and legislation. Our work is underpinned by the values of Integrity, Courage and Imagination.

Synopsis

RSE and Spiritual Moral Social Cultural education (SMSC) is an important part of the curriculum of all pupils. This policy is designed to ensure that all pupils are aware of the importance of health and moral aspects of this part of life.

Aims and Objectives

- To give an understanding of human reproduction
- To promote the understanding of the physical and emotional changes that take place during adolescence
- To assist the development of informed, reasoned and responsible decisions
- To help young people be positive and confident about the emotional and moral aspects of sexual maturity
- To ensure knowledge of the relevant law
- To develop knowledge and understanding about the physiology of sex, contraception, male and female puberty, menstruation, sexually transmitted diseases (STD's) and Acquired Immune Deficiency Syndrome (AIDS)
- To explore moral values, family values, religious values, gender roles and stereotyping
- To provide opportunities for pupils to examine their own values regarding sexual activity and related issues
- To explore the nature of a variety of personal relationships from friendship to intimacy ● To further develop personal skills i.e. listening, communicating
- Know and understand the make up of modern British society,
- Understand the right to express themselves freely without fear of prosecution,
- Have a responsibility towards the wellbeing of others,
- Understand how to stay safe online and in society,
- Recognise what makes healthy and happy relationships and friendships,
- Understand how to access support within the academy as well as how to access external agencies for additional support.

- Develop the attributes of resilience and creativity, become confident communicators, show compassion, be open minded, and be responsible citizens who act with

integrity, both in the real world and on cyber platforms.

Definition: What is Relationship and Sex Education

It is lifelong learning about physical, sexual, moral and emotional development. It is about understanding the importance of stable and loving relationships, respect, love and care, for family life. At Leigh Academy Tonbridge we believe we have a responsibility to help students acquire the skills and develop attitudes that will help them to build healthy, happy and respectful relationships throughout their lives.

This policy takes into account DfE guidance which has been in place since September 2020. Leigh Academy Tonbridge understands the need for age-appropriate and relevant RSE, building on students' prior knowledge. Our whole school approach to RSE recognises that all teachers have an important role to play in determining the quality of provision regarding RSE. Both the formal and informal curriculum at Leigh Academy Tonbridge offer opportunities for the development of this practice and opportunities exist throughout the curriculum for promoting RSE, through:

PSHE / Citizenship / Aspire programme
Pastoral and tutor system
Student support systems
Trips and visits
Focus Days
Assemblies

Parents have the right to withdraw their children from RSE lessons that fall outside aspects covered in Science lessons, and do not have to give reasons for withdrawing their children. Any parent wishing to exercise this right should initially contact the Principal.

RSE has three main elements:

Attitudes and Values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage and stable loving relationships for the nurture of children • Learning the value of love, respect and care
- Exploring, considering and understanding moral dilemmas and developing critical thinking as part of decision making

Personal, Social Skills and Emotional Literacy

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice • Developing an appreciation of the consequence of choices made
- Managing conflict and learning how to recognise and avoid repetition and abuse

Knowledge and Understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships • Learning about contraception and the range of local and national sexual health advice, contraception and support services

- Learning the reasons for delaying sexual activity and the benefits to be gained from delaying and the avoidance of unplanned pregnancy

Much of the Relationship and Sex Education at Leigh Academy Tonbridge takes place during a dedicated PSHE lesson every fortnight. Our RSE programme is matched to the needs and context of our pupils. The lessons are designed by the Assistant Principal and the member of staff delivering the sessions. The curriculum and its delivery is quality assured by leadership. The curriculum map is available on the Academy website.

We will ensure that sessions, including those on risky behaviours, remain positive in tone through effective planning and confident delivery of lessons by trained practitioners. Training will highlight more challenging or difficult sessions and will give staff the opportunity to take up additional training or support prior to these sessions. We will also help students make connections between their learning and 'real life' behaviours by framing sessions in real life examples and providing regular opportunities for private reflection during and at the end of sessions. We will make links to other areas of the curriculum when these arise through using the PSHE mapping document and highlight these within sessions to students. RSE lessons may consider issues or questions that some students may find sensitive. Ground rules are established before these lessons, which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

The academy recognises that delivery of RSE is not the sole responsibility of the school. Parents and the wider community have much to contribute. Parents and students can be reassured that the personal beliefs and attitudes of those delivering RSE will not influence the teaching of RSE. Teachers and other adults involved in delivering the RSE programmes will sometimes have to deal with controversial and sensitive issues. The nature of the issues may lead to a student disclosing to a member of staff. All staff employed by the academy have up to date child protection training and are fully aware of the academy's Child Protection and Safeguarding Policy, to be found in the staff handbook.

Inclusion

We intend that our policy should enable all pupils to be included, irrespective of their cultural background, special educational needs or sexual orientation.

A. Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. We will respond to parental requests and concerns

B. Students with Special Needs

We will ensure that all young people receive relationship and sex education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary

C. Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that relationship and sex education is relevant to them

Appendix

I. Based on RSE Guidance by the Department of Education, By the end of Primary Education, Students should know:

• that families are important for children growing up because they can give love, security and stability.

• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

• how important friendships are in making us feel happy and secure, and how people choose and make friends.

• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

• practical steps they can take in a range of different contexts to improve or support respectful

relationships.
• the conventions of courtesy and manners.
• the importance of self-respect and how this links to their own happiness.
• that in school 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 those in positions of authority.
Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage
(Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.
• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
• what a stereotype is, and how stereotypes can be unfair, negative or destructive.
• the importance of permission-seeking and giving in relationships with friends, peers and adults.
• that people sometimes behave differently online, including by pretending to be someone they are not.
• that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.
• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact,
and how to report them.
• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
• how information and data is shared and used online.
• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
• about the concept of privacy and the implications of it for both children and adults; including that it is
not always right to keep secrets if they relate to being safe.
• that each person's body belongs to them, and the differences between appropriate and inappropriate
or unsafe physical, and other, contact.
• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
• how to recognise and report feelings of being unsafe or feeling bad about any adult.
• how to ask for advice or help for themselves or others, and to keep trying until they are heard.
• how to report concerns or abuse, and the vocabulary and confidence needed to do so.
• where to get advice e.g. family, school and/or other sources.
II. Based on RSE Guidance by the Department of Education, By the end of Secondary Education, Students should know:
• 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.
• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
• 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.
• 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.
• practical steps they can take in a range of different contexts to improve or support respectful relationships.
• 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).
• that in school 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.
• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
• 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.
• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
• 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.
• not to provide material to others that they would not want shared further and not to share personal

material which is sent to them.
• what to do and where to get support to report material or manage issues online.
• the impact of viewing harmful content.
• 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.
• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
• how information and data is generated, collected, shared and used online.
• 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).
• 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.
• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring 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.
• 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.