Relationships and Sex Education Policy
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<th>This policy is called:</th>
<th>Relationships and Sex Education Policy</th>
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<td>It applies to:</td>
<td>All staff at Bolder Academy</td>
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<tr>
<td>Person responsible for its</td>
<td>Headteacher</td>
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<tr>
<td>revision:</td>
<td></td>
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<tr>
<td>Status:</td>
<td>Statutory</td>
</tr>
<tr>
<td>Published on:</td>
<td>The Academy Website</td>
</tr>
<tr>
<td>Approval by:</td>
<td>Governing Board or Delegated Committee</td>
</tr>
<tr>
<td>Review frequency:</td>
<td>Annually</td>
</tr>
<tr>
<td>Date of approval:</td>
<td>May 2019</td>
</tr>
<tr>
<td>Date of next approval:</td>
<td>May 2020</td>
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At Bolder Academy we recognise that Relationship and Sex Education is part of lifelong learning which is focussed on physical, moral and emotional development.

**Legislation**

Relationships and Sex Education (RSE) 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 (Feb 2019) highlights that to embrace the challenges of creating a happy and successful adult life, students need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Good physical health contributes to good mental wellbeing, and vice versa.

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.

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.

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

Parents/carers have the right to withdraw students from RSE outside National Curriculum Science.
The Importance of Relationships and Sex Education (RSE)

RSE can teach young people to:

• Value themselves and others, physically, emotionally and sexually.
• Form positive and rewarding relationships.
• Develop the confidence to assert their needs.
• Make informed choices.
• Be clear about the facts concerning sex (for example, contraception and STIs).
• Develop the skills to look after themselves and others, both emotionally and physically.

It is about highlighting the importance of:

• A respect for self.
• A respect for others.
• Non-exploitation in sexual relationships.
• 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.
• Compassion, forgiveness and care when people do not conform to their way of life.
• An acknowledgement and understanding of diversity regarding religion, culture, and sexual orientation.
• Self-discipline regarding sexuality.

Curriculum Delivery

Students will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an inclusive way. We follow the guiding principles that all of the 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 and develop further our students’ understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as 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 taken into account 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.

Personal, Social, Health, Citizenship and Economic Education (PSHCE) is a discrete curriculum area at Bolder Academy.

Classes engage with this subject during ‘Drop Down’ days. This is where students focus on a particular topic from the PSHCE curriculum. It allows the Academy to bring in expert speakers as well as time for extended workshops.

The National Curriculum for PSHE and citizenship has four main strands (the self, relationships, health and safety and active citizenship).

The sexual self, communication skills, contraception and assertiveness are part of the RSE delivery. We run both single-gender and mixed RSE groups. Issues covered are listed below.

**Teaching RSE in and Through Other Subjects**

**Science**

The science programme covers the mandatory elements of RSE:

- Anatomy
- Puberty
- Sexual reproduction (biological aspects)
Tutorial Time

The tutor has pastoral responsibility towards the young people. They are given designated time with their groups during which they may address the following issues:

- How to achieve personal goals.
- Social interaction.
- Dealing with conflict.
- 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.

Other experiences focussed on PSHCE

Additional activities as part of the extended day and drop-down days may include:

- Poet in residence.
- Theatre in education groups.
- Visitors (health visitors and nurses for example).

We recognise that working with external organisations can enhance the delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people.

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.

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**

Evaluation of the RSE programme is completed at the end of each module, through discussion and written evaluations by the students and teacher.

Student evaluation of RSE sessions may include:
- Questionnaires.
- Self-evaluation.

**Working with Parents/Carers**

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.

Under the Education Act 1996 students can be withdrawn by their parents/carers from part of sex education that is outside the compulsory elements of sex education contained in the science National Curriculum. Parents/carers wanting to exercise the right 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 and relationships education until the request for withdrawal has been removed. This will be reviewed with the parents/carers each year.

The National Context

We are committed to working within the national contexts.

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.