



Champion EDUCATION TRUST

SEX & RELATIONSHIPS EDUCATION POLICY

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A family of Schools

SEX & RELATIONSHIPS EDUCATION POLICY

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SEX & RELATIONSHIPS EDUCATION POLICY

STATEMENT OF INTENT

We understand the importance of educating students about sex and relationships, in order for students to make responsible and well-informed decisions in their lives.

The DfE's guidance, 'Sex and Relationship Education Guidance', defines this programme as: "Learning about physical, moral and emotional development; understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and health."

The programme will be taught objectively and does not intend to promote any form of sexual orientation.

Aims and objectives

The sex education and relationship programme is an opportunity for students to:

- Develop an understanding of sex, sexuality and relationships.
- Develop a range of appropriate personal skills.

The aims will be achieved through developing an understanding of:

- A range of values and moral issues including the importance of family life.
- The biological facts related to human growth and development, including reproduction.
- The importance of healthy and safe relationships.

LEGISLATION

This policy will be compliant with the following guidance:

- DfE 'Sex and Relationship Education Guidance' 2000
- DfE 'Science programmes of study: key stage 3' 2013
- DfE 'Science programmes of study: key stage 4,' 2014
- DfE 'The Relationship Education, Relationships and Sex Education and Health Education (England) Regulations' 2019

ORGANISATION OF THE PROGRAMME

The sex and relationship education programme will be developed in conjunction with the views of teachers, students and parents by the PSHE coordinator, in accordance with DfE recommendations.

The majority of the programme will be delivered through the personal, social, health and economic (PSHE) education, with statutory aspects taught via the science curriculum.

The sex and relationship education programme is divided into two key stages at secondary level, rather than by year group, in terms of what topics will be taught.

The sex and relationship education programme is flexible at secondary level, such that teachers can decide what they would like students to know by the end of each year within the key stages.

KEY STAGE 3

Students in Years 7, 8 and 9 are taught throughout the curriculum:

- The detailed process of human reproduction, including the physical and emotional changes that take place during puberty and adolescence.
- About fertility, including the constant fertility of the male and the cyclical fertility of the female.
- The menstrual cycle, including the different stages, and the emotional changes it brings.
- About fertilisation and pregnancy and the different stages involved, including foetal development in the uterus.
- About sexually transmitted infections (STIs), including HIV and AIDS, and how they can be transmitted.

- The diagnosis of, and treatment for, different STIs.
- How high-risk behaviours affect the health and wellbeing of individuals, families and communities.
- About different methods of contraception and the importance of these in preventing STIs and pregnancy.
- How diet and disease may affect sexual health, pregnancy and fertility.
- How drugs, including tobacco and cannabis, may affect sexual health, pregnancy and fertility.
- The importance of the law in regards to the legal age for engaging in sexual activity, and the significance of consent.
- To manage strong feeling that relationships can cause (including sexual attraction)
- That consent is given freely and if manipulated or pressured how to access help
- How to seek, give, not give and withdraw consent (in all contexts, including online)
- That everyone has the choice to delay sex or enjoy intimacy without sex
- The importance of delaying sexual activity and resisting pressure, as well as how to discuss this with partners.
- About different types of relationships, romantic or intimate relationships and the factors that can affect them
- About the features of positive and stable relationships, and the importance of these for bringing up children and family life.
- The importance of trust in relationships and the behaviours that can undermine or build trust
- The importance of monogamous and consenting relationships and the effects on physical and emotional wellbeing.
- To clarify and develop personal values in friendships, love and sexual relationships (including online)
- About different types of relationships such as same-sex and civil partnerships, including different choices relating to children.
- The difference between biological sex, gender identity and sexual orientation
- Recognise that sexual attraction and sexuality are diverse
- How the media portrays relationships and the potential impact of this on people's expectations of relationships and sex
- The impact of sharing sexual images of others without consent and how to manage any request or pressure to share an image of themselves or others and how to get help
- To evaluate expectations about gender roles, behaviour and intimacy within a romantic relationship
- The breakdown of relationships (including its digital legacy) and how to deal with loss, including the impact on emotional wellbeing and strategies for managing these and accessing support
- The roles and responsibilities of parents, carers and children within families.
- That marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion
- The communication skills needed for contraceptive use in healthy relationships
- The risks related to unprotected sex including the consequences of unintended pregnancy, sources of support and the options available

KEY STAGE 4

Students in Years 10 and 11 are taught:

- The way in which hormonal control occurs, including the effects of sex hormones.
- About medical hormones such as those relating to fertility
- The use of medical hormones to control and promote fertility.
- How sex is determined in humans.
- About the benefits and risks of lifestyle choices which may affect sexual health.
- How to choose and access appropriate contraception and negotiate contraception use with a partner
- About positive characteristics in relationships, and what relationships should offer.
- How to manage the strong relationships associated with the different stages of a relationship
- The importance of stable committed relationships including the rights and protections provided within legally recognised marriages and civil partnerships and legal status of other long term relationships
- To respond to indicators of unhealthy relationships including seeking help if necessary
- Legal right and responsibilities and protections provided by the Equality Act 2010
- The skills to assess their readiness for sex including online sexual activity as an individual and within a couple
- The role of pleasure in intimate relationships

- The importance of being aware of exploitation in relationships and how this is not normal behaviour in a loving relationship.
- The impact of attitudes towards sexual assault and to challenge victim-blaming, including when abuse happens online
- To understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity
- The responsibilities of parenthood and the consequences of what students' actions have on sexual activity and parenthood.
- About abortion and how this is dealt with by health professionals, as well as how to discuss this with parents and others.
- The physical and emotional responses people may have to unintended pregnancy, the different options available; whom to talk to for accurate, impartial advice and support
- The current legal position on abortion and the range of beliefs and opinions about it
- The importance of the law in regards to the legal age for engaging in sexual activity, the significance of consent and the consequences for when the law is not complied with.
- About trans* individuals and acceptance in society.
- The unacceptability of prejudice based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith based prejudice
- About the use of 'sexting' and the importance of being aware of what students post online.
- To evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences
- How the media portrays others with particular consideration to body image and self-esteem.
- About the use of pornography and how this creates distorted images of sex and relationships, as well as placing gender expectations on males and females.
- To safely and responsibly manage changes in personal relationships separation/bereavement/divorce including the ending of relationships
- Legal and ethical responsibilities people have in relation to online aspects of relationships
- To recognise unwanted attention such as harassment and stalking (including online), ways to respond and how to seek help
- Where and how to obtain confidential advice, counselling and treatment.
- The reasons why people choose to adopt/foster children

TRAINING OF STAFF

All staff members involved with sex education at the school will undergo training on an annual basis to ensure they are up-to-date with the sex and relationship education programme.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

School will ensure that teachers receive training on the Social Exclusion Report on Teenage Pregnancy, and the role of an effective sex and relationship education programme in reducing the number of teenage conceptions.

Trained staff will be able to give students advice on where and how to obtain confidential advice, counselling and treatment, as well as advice on emergency contraception and their effectiveness.

DELIVERY OF THE PROGRAMME

Classes may be taught in gender-segregated groups dependent upon the nature of the topic being delivered at the time, and the cultural background of students where it is only appropriate to discuss the body in single gender groups.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of students.

Students will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this, are outlined in the school's Safe and Responsible Use of IT Policy, and Acceptable Terms of Use Agreement.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.

Teachers will ensure that students' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

The programme will be designed as to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.

Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise students on the basis of their home circumstances.

School understands that students with special education needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the programme will be designed to be inclusive of all students.

Teachers will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to students with SEND.

At all points of delivery of this programme, parents/carers will be consulted and their views will be valued. What will be taught and how, will be planned in conjunction with parents/carers.

External experts may be invited to assist from time-to-time with the delivery of the sex and relationship education programme, but will be expected to comply with the provisions of this policy.

WORKING WITH PARENTS

School understands that the teaching of some aspects of the programme may be of concern to parents/carers.

School will ensure that no teachers express their personal views or beliefs when delivering the programme.

Parents/carers will be regularly consulted on the content of the programme, through meetings and letters, and the programme will therefore be planned in conjunction with parents/carers.

School respects the legal right of parents/carers to withdraw their child from all or part of the sex and relationship education programme, except for those statutory parts included in the science national curriculum.

A list of the statutory topics included in the science national curriculum at the different key stages, can be found in [Appendix 2 – Science national curriculum](#).

EQUAL OPPORTUNITIES

School understands and abides by The Equality Act 2010, and fully respects the rights of students and staff members, regardless of any protected characteristics that they may have.

School is dedicated to delivering the sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

CONFIDENTIALITY

Confidentiality within the classroom is an important component of sex and relationship education, and teachers are expected to respect the confidentiality of their students as far as is possible.

Teachers must, however, alert the Headteacher about any suspicions of inappropriate behaviour or potential abuse as per our Safeguarding policy.

BULLYING INCIDENTS

School has a zero tolerance approach to bullying. Any bullying incidents caused as a result of the sex and relationship education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within school

Any occurrence of these incidents should be reported to a member of school staff, who will then discipline the student once he/she is on school premises.

These incidents will be dealt with following the process in our Anti-bullying and Policy. The Headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a student.

MONITORING AND REVIEW

This policy will be reviewed by the Headteacher in conjunction with the PSHE coordinator on an annual basis.

Any changes needed to the policy, including changes to the programme, will be implemented by the Headteacher.

Any changes to the policy will be clearly communicated to all members of staff involved in the sex and relationship education programme.

APPENDIX 1 – LETTER TO PARENTS/CARERS

Dear Parent/Carer

RE: Sex and relationship education at Blackburn Central High School

Government guidelines outline that, from the age of 11, it is compulsory for all schools to provide a sex and relationship education programme.

We believe that it is important to provide our students with a thorough and balanced curriculum, including age-appropriate information about sex and relationships.

The details of what will be taught to the various year groups is detailed in the Blackburn Central High School's Sex and Relationship Education Policy, which can be accessed on our school website <http://www.bchs.co.uk/about-our-school/reports-policies/policies> or in hard copy via our school office.

Though schools must provide sex and relationship education for students from the age of 11, up until the age of 19, only aspects of the science national curriculum are compulsory for students to learn. We encourage you to keep your child in this programme and to have conversations at home about this topic. However, you can withdraw your child if you wish.

Such requests should be submitted to myself, the head teacher, who will discuss this with you and your child's teacher and determine an appropriate substitute for these lessons. In most instances, children will be provided with self-directed reading or exercises which they can complete under the supervision of a trainee teacher.

Please note that you only have the right to withdraw your child up until the 3rd term before they turn 16. After that, should your child decide that they want to take part in sex education, they may do so without parental consent.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or your child's class teacher to discuss these.

Yours sincerely



Mrs S Hussain
Headteacher

APPENDIX 2 – SCIENCE NATIONAL CURRICULUM

In accordance with the DfE's 'Sex and Relationship Education Guidance' 2000, there are certain aspects of sex and relationship education which are compulsory for students to learn as they progress through the key stages.

| Key Stage | Students must be taught |
|-------------|--|
| Key Stage 1 | <ul style="list-style-type: none"> • That animals, including humans, move, feed, grow, use their senses and reproduce. • To recognise and compare the main external parts of the bodies of humans. • That humans and animals can produce offspring, and they grow into adults. • To recognise similarities and differences between themselves and others. • To treat others with sensitivity. |
| Key Stage 2 | <ul style="list-style-type: none"> • That nutrition, growth and reproduction are common life processes for humans and other animals. • About the main stages of the human life cycle. |
| Key Stage 3 | <ul style="list-style-type: none"> • That fertilisation in humans is the fusion between the egg and sperm. • About the physical and emotional changes that take place during adolescence. • How the foetus grows and develops. • How the growth and reproduction of bacteria and viruses can affect health. |
| Key Stage 4 | <ul style="list-style-type: none"> • The way in which hormonal control occurs, including the effects of sex hormones. • The medical uses of some hormones, including the control of fertility. • The defence mechanisms of the body. • How sex is determined in humans. |