



MANCHESTER
HEALTH ACADEMY

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RELATIONSHIP AND SEX EDUCATION POLICY

2020-2021

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Date approved:	October 2020
Approved by:	Kevin Green, Principal
Signed:	
Review date:	October 2021

1. Definition

Relationship Sex Education (RSE) is lifelong learning about the emotional and cultural developments 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 issues and values. RSE is not about the promotion of sexual activity.

2. Aims

At Manchester Health Academy, we have developed a culture to develop resilience and a growth mind-set so all our students are able to make positive informed life choices and decisions that will benefit their wellbeing. The aim of RSE is to provide balanced information about relationships and sex, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare students for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Avoid being exploited, exploiting others or being pressured into unwanted or unprotected sex.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- Understand the arguments for delaying sexual activity.
- Understand the reasons for having protected sex.
- Have sufficient information and skills to protect themselves and, where they have one, their partner from unwanted sexually transmitted infections.
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- Know how the law applies to sexual relationships.
- Be equipped with experiences, values and behaviours that will enable them to take their place as good citizens and be successful people who can turn their dreams into reality.

3. Statutory requirements

In 2019, the Government published the Relationship Education, Relationship and Sex Education (RSE) and Health Education legislation.

From September 2020, it is mandatory by law that all secondary schools in the UK teach Relationship Sex Education. This legislation also covers Personal, Social, Health and Economic (PHSE). The topics covered within this legislation are delivered to the students at Manchester Health Academy in the Health Curriculum in KS3 and the Ethics Curriculum in both KS3 and KS4.

4. Scope

The objective of sex and relationship education is to help and support all young people through their physical, emotional and moral development. Young people will learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. Technology is evolving at a tremendous pace. The need to protect children and young people from inappropriate online content, cyber-bullying and exploitation is of paramount importance.

5. Policy Development

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

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

6. Delivery – The three elements of our RSE Curriculum are:

6.1 Attitudes and Values

- Learning the importance of values, individual conscience and moral choices;
- Learning the value of family life, stable and loving relationships, marriage and civil partnerships;
- Learning about the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas;
- Developing critical thinking as part of decision-making
- Challenging myths, misconceptions and false assumptions about normal behaviour.

6.2 Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict;
- Empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

6.3 Knowledge and Understanding

- Learning about the experience of being a young person as a potential partner/parent;
- Laws relating to sex, relationships, consent and rape, sexual exploitation, abuse, grooming, coercion and harassment and recognition and protection of the LGBT community
- Forced marriage
- FGM
- Pornography as a distorted image of sex
- Internet safety and harms
- LGBT awareness – individuals and their relationships should be respected

For further information, please see:

See Appendix 1 (curriculum map)



RSE Appendix
1.docx

Appendix 2 (what students should know) and Ethics Road Map



RSE Appendix
2.docx



RSE Ethics
Roadmap.xlsx

7. Roles and Responsibilities

7.1 The Governing Body

The Governing Body will approve the RSE policy, and hold the Principal to account for its implementation.

7.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the Academy, and for managing requests to withdraw students from the non-science 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 wish them to be withdrawn from the non-science 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 Principal.

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. Organisation and Content of Relationship and Sex Education

We deliver Relationship and Sex Education in the Health and Ethics curriculum area. We also supplement the students learning with events in our whole school Health Days.

Teachers generally deliver the RSE programme, with support from our main sponsor MFT and the Manchester Healthy Schools team.

Both Health and Ethics lessons focus on the emotional aspects of development and relationships. Staff in the Science department deliver the Science Curriculum. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

9. Our approach

Relationship and Sex Education is included within the Health and Ethics curriculum, Science and RE. Students in KS3 receive one health lesson a week for one term and during this time learn about reducing risk from drug and alcohol consumption, identity, body image, healthy relationships. Puberty is also delivered in Science and by the school nurse who deals with the emotional impact of physical changes. The Healthy Schools BOOST programme is delivered at key stage 3 and has been developed to empower students to be assertive in their relationships and to make positive decisions around their own well-being.

The Academy utilises the Healthy Schools I Matter preventative safeguarding resource so that learning can be shared throughout the whole school community. I Matter is based on the 'PSHE Association programme of study for PSHE education' (2016), 'Keeping Children Safe in Education' (Department for Education (DfE), 2015) and key findings from the OFSTED 'Not Yet Good Enough' report (Ofsted, 2013). The project aims to develop young people's knowledge, skills and attributes to identify and manage risk to keep themselves and others safe. Themes at both key stage 3 and 4 include:

- Wellbeing – self-esteem, assertiveness, mental health, anxiety and depression
- Online pressures - sexting, cyberbullying, online pressures and relationships, gender and the media and pornography
- Relationships – gender and sexuality, relationship abuse, consent and the law
- Sexual health – puberty and reproduction, pregnancy and options, condoms and sexually transmitted infections
- Current issues - forced marriage and honour based violence, grooming and child sexual exploitation, female genital mutilation, online propaganda and extremism.

9.1 School Health Service

The school nurse has an important public health role with the Academy. The service will change in 2020/21 but staff will continue to ask for RSE advice and support from the new school health service hub.

9.2 External Support

- The Healthy Schools team provides sex and relationship education support from Natalie Dodd, the Health Improvement Practitioner for Safer Choices. Support includes staff training, resource development, referral to other agencies, contribution to Health Days, assembly and lesson input as well as guidance around current legislation and national policy.
- The Proud Trust delivers KS4 sessions around LGBT themes.
- “Outloud” theatre workshop is delivered annually to year 7 students around homophobic bullying.
- Footlights Theatre production for KS4, ‘Invisible’, highlights issues such as sexual and domestic abuse, depression, drugs and peer pressure.
- Brook provides training for pastoral year leads as part of the wider Condom Distribution scheme. This allows staff to work confidentially with students.
- Brook deliver sexual health lessons to students in KS4.

9.3 Staff Training

Specialist staff training is accessed through the Healthy Schools team, Brook and the Proud Trust. Themes covered include meeting the needs of LGBT students, self-esteem and BOOST training. PREVENT training will take place annually for all staff.

9.4 Health Day

Health Days take place on two occasions during the year. During the Health Days, the students are taught compulsory RSE topics in both KS3 and KS4, supported by the Healthy Schools team.

9.5 Assembly

PSHE themes are covered within assembly as well as specific RSE subjects such as HIV and World Aids Day.

9.6 Assessment

Students do not have a formal assessment grade via the Health and Ethics curriculums studied in Key Stages 3 and 4. Instead, students are given the opportunity to RAG rate themselves regarding confidence with the key knowledge and all students are provided with an ATL score. These assessment opportunities allow students to be motivated and improves learning as their raised awareness of their development illustrates the value of their learning. It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress,

and to identify future learning needs. It also allows the leadership team, parents, governors and school inspectors to see the impact that SRE is having for students and for whole Academy outcomes, such as Ofsted judgements on personal development, behaviour and welfare, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values.

10. Inclusion

10.1 Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns as appropriate.

10.2 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.

10.3 Sexual Identity and Sexual Orientation

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

11. Right of Withdrawal of Students from Relationship and Sex Education

Parents/carers will have a right to withdraw their child from sex education delivered as part of RSE in secondary schools that, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, school will make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from Relationships Education, as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Parents/carers are encouraged to discuss their decisions with staff at the earliest opportunity.