

# Nuneaton Academy

## Relationships and Sex Education Policy

Date: February 2024

Review: February 2025

Date of Last Review – Jan 2024

Person responsible for the Policy – June Baber

Ratified by Governors – Awaiting – No LGB currently in place.

## Relationships and Sex Education Policy

### Introduction

Relationships and sex education (RSHE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

At Nuneaton Academy our school values are at the heart of our ethos and run through into RSHE lessons, encouraging our young people to be RESPECTFUL, RESPONSIVE and RESOLUTE when tackling any topic in this curriculum.

The Department for Education published Statutory Guidance for Relationships, Sex and Health Education (RSHE) in June 2019. This sets out what schools must cover from September 2020 (though not all they should cover as part of broader PSHE education).

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education compulsory for all pupils receiving secondary education”

DfE Guidance p.8

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-awareness and efficacy. We believe that our Relationship and sex education programme supports this.

The objective of our Relationships and Sex Education is to enable pupils to learn about:

- (i) families and people who care for them, including the nature of marriage and civil partnership and their importance for family life and the bringing up of children,
- (ii) forming and maintaining caring relationships,
- (iii) the characteristics of healthy and respectful relationships, including online,
- (iv) how relationships may affect physical and mental health and wellbeing, and how to ensure they are safe, and
- (v) intimate and sexual relationships, including sexual health.

Relationships and sex education will only use teaching and materials which are appropriate to the age and the religious background of the pupils receiving it.

### Parental, staff and student involvement regarding the policy

It is important to create and maintain an open dialogue between parents and teachers. As the DfE statutory guidance states: ‘Parents should be given every opportunity to understand the purpose

and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.'

\*There is a designated appointed members of SLT for clear communication - June Baber. PSHE lead

\*The school website contains the PSHE curriculum overview, parent letter that informs of the teaching of RSHE

\*Completion of parent survey also allows opportunity for parents and guardians to have a voice Staff are presented with any changes to the policy and how that affects them during CPD and teacher training days

When updating the policy, pupil voice will be taken into account.

### Parental right to withdraw children

We acknowledge the right of parents to withdraw their child from some or all of the sex education provided (except from sex education taught under the science curriculum), but not from the relationships education. The letter on the school website does state "If you have any questions regarding any aspect of the sexual health and relationships education programme please email me at [June.baber@nuneatonacademy.org.uk](mailto:June.baber@nuneatonacademy.org.uk) Further advice and guidance on how to approach conversations with your child can be obtained from FPA the sexual health charity or NHS websites"

In considering such a request, the school will use the following process:

- The Principal/PSHE lead [June.baber@nuneatonacademy.org.uk](mailto:June.baber@nuneatonacademy.org.uk) should discuss with the parent (and, if appropriate, the child) to ensure their wishes are understood and to clarify the nature and purpose of the curriculum and the content that will be covered.
- The Principal/PSHE lead should discuss with the parent the benefits of the child receiving this important education and any detrimental effects that withdrawal might have on the child, including social or emotional effects of being excluded as well as the likelihood of the child hearing from their peers what was covered (and having that content channelled through a child's voice rather than a teacher's).
- Once those discussions have taken place, except in exceptional circumstances (e.g. safeguarding concerns), the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.
- For the vast majority of pupils with SEND, their SEND should not be a consideration in deciding whether to grant a parental request. However, there may be exceptional circumstances where the Principal will want to take a pupil's SEND into account when making this decision.

If a pupil is withdrawn from sex education, the school we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

### Teaching and Learning Objectives

PSHE including Relationship and sex education is delivered by tutors as part of our tutor programme. Lessons are planned by the PSHE lead and pupils work in booklets, created in line with lessons. It is also important for frank and open dialogue between tutors and tutees about forthcoming topics that will be covered in order to prepare both for the content

### **CPD**

Tutor CPD sessions focus on support for tutors delivering these sessions in the form of bespoke Year team training from our Humanities lead.

Tutor CPD also ensures there is time for tutors to prep lessons and make any reasonable adjustments for their tutees

### **SEND**

Tutors use pupil passports and their knowledge of their tutees to make any reasonable adjustments/adaptations for SEND learners in their tutor group.

SEND-Booklets are printed in a range of pastel colours to support our Dyslexic learners.

### **Monitoring**

Tutor monitoring is regularly undertaken by HOY and PSHE lead to ensure consistency and competent and sensitive delivery.

A review of lessons and booklets are done post teaching and any changes made as a result of any feedback

Religious background of all pupils and teachers are taken into account when planning teaching and materials, so that sensitive topics are handled appropriately, and that all relationship education teaching will meet the requirements of equality law.

This policy is available on the school website.

**PSHE Relationship and Sex educations 5 Year Curriculum Plan**

<b>Year 7</b>	<b>Term 1</b>	<b>Health and Wellbeing</b>
	<b>Term 2</b>	<b>Health and Wellbeing</b> -including Sexting and the Law
	<b>Term 3-4</b>	<p><b>PSHE – Relationships. <i>Spring 1-2</i></b></p> <ol style="list-style-type: none"> <li>1. What are the features of positive relationships (teams, class, friendships)?</li> <li>2. What are the practical steps on how to take in different relationships to ensure respectful relationships?</li> <li>3. How can I manage breakdowns in friendships?</li> <li>4. How behaviors in relationships can be criminal?</li> <li>5. What are the characteristics in a positive intimate 1-1 relationship?</li> <li>6. Trust, loyalty and respect in relationships</li> <li>7. What is physical puberty?</li> <li>8 – What is the menstruation cycle? What options are there?</li> </ol>
	<b>Term 5</b>	<b>Careers</b> <b>Living in the wider world</b>
	<b>Term 6</b>	<b>Citizenship</b>
<b>Year 8</b>	<b>Term 1</b>	<b>Health and Wellbeing</b>
	<b>Term 2</b>	<b>Careers</b>
	<b>Term 3</b>	<b>Citizenship</b>
	<b>Term 4</b>	<p><b>PSHE – Relationships. <i>Spring 2-Summer 1</i></b></p> <ol style="list-style-type: none"> <li>1. What is exploitation, bullying, harassment and control in relationships?</li> <li>2. How can relationships be abusive?</li> <li>3. What are the impacts of domestic abuse?</li> <li>4 – What is forced marriage? How can someone be supported?</li> <li>5. What is sexual abuse?</li> <li>6. What are the strategies to withdraw consent?</li> <li>7. How can I manage a breakdowns in relationships and gain support?</li> </ol>
	<b>Term 5</b>	<b>Living in the wider world</b>



	<b>Term 6</b>	<b>PSHE-Relationships. Summer 2</b> 1. What are STIs including HIV and AIDs? 2. How can someone have safe sex and delay having sex? 3. What are different contraception choices? 4. How might teenage pregnancy impact someone's life? 5. What are the options surrounding teenage pregnancy? 6. What is FGM and the law? 7. How can I perform CPR on an adult and child? 8. How can I respond if someone is having an asthma attack?
<b>Year 9</b>	<b>Term 1</b>	<b>Health and Wellbeing</b>
	<b>Term 2</b>	<b>PSHE – Relationships. Autumn 2-Spring 1</b> 1. How is sex portrayed in the media? 2. What is pornography and the law? 3. What are the implications of pornography? 4. What are the implications of sharing explicit images? 5. How can someone identify grooming? 6. Where can someone get support regarding grooming? 7. How can I stay safe using social media and being online? 8. What is sexual harassment?
	<b>Term 3</b>	<b>Careers</b>
	<b>Term 4</b>	<b>PSHE – Relationships. Spring 2-Summer 1</b> 1. What is exploitation, bullying, harassment and control in relationships? 2. How can relationships be abusive? 3. What are the impacts of domestic abuse? 4 – What is forced marriage? How can someone be supported? 5. What is sexual abuse? 6. What are the strategies to withdraw consent? 7. How can I manage a breakdowns in relationships and gain support?
	<b>Term 5</b>	<b>Citizenship</b>
	<b>Term 6</b>	<b>Living in the wider world</b>
<b>Year 10</b>	<b>Term 1</b>	<b>Living in the wider world</b>
	<b>Term 2</b>	<b>RE-Life and Death</b>



	<b>Term 3 &amp; 4</b>	<p><b>PSHE – Relationships. <i>Spring term</i></b></p> <p>1.What are the positive and negatives of different forms of contraception?          2.How can someone gain support if they suspect they have an STI?          3.How can IVF treatment help a couple?          4.How can I practically withdraw consent?          5.What does the UK law say on abortion?          6.Why might someone opt for abortion, adoption and fostering?</p>
	<b>Term 5</b>	<b>RE- RE-War and Peace</b>
	<b>Term 6</b>	<b>RE- Introduction to Diverse Britain</b>

### Complaints

Any complaints about the relationships and sex education programme should be made in accordance with the school’s usual complaints procedure. This can be found on the school website.

### Policy Review Date

Confirm the date by which the policy will next be reviewed, and which part of the governance structure will carry out that review.

### Policy Review Date

	<b>Date</b>	<b>Name of owner/author</b>
<b>Authorised:</b>	[INSERT]	[INSERT]
<b>Policy Reviewed:</b>	[INSERT]	[INSERT]
<b>Next Annual Review Date:</b>	[INSERT]	[INSERT]

*Governor responsible*

[INSERT]