



Ark Boulton  
Academy

*“Growing together, reaching higher”*

# RELATIONSHIP & SEX EDUCATION POLICY

September 2021

Date of last review:	September 2021	Review period:	2 Years
Date of next review:	June 2023	Owner:	Harleen Assi

## POLICY INFORMATION

### Named personnel with designated responsibility for

Academic Year	Designated Senior Person	Deputy Designated Senior Person	Nominated Governor	Chair of Governors
2021	Harleen Assi	Craig Hetherington		Mark Gregory

### Policy Review Dates

Review Date	Changes Made	By Whom
June 2016	Policy created	SLT
June 2017	Policy reviewed	SLT
September 2021	Policy updated	SLT

### Ratification by LGB

Academic Year	Date of Ratification	Chair of Governors
November 2021		Mark Gregory

### Dates of staff training for this academic year (if applicable)

Academic Year 2016/17		
Date	Course Title	Staff
TBC		

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## 1. INTRODUCTION

Ark Boulton Academy is founded on ten moral virtues. We believe these virtues are important to develop character and have a positive impact on achievement. As a result of virtues being at the heart of our culture at Ark Boulton Academy, students will be habituated in understanding virtue meanings, applying them to their daily lives and proficient at navigating moral and ethical dilemmas to identify themselves as virtuous people. Students will grow in proficiency to make practical, wise decisions for a flourishing life. This will prepare our students for life in modern Britain and be committed to shape society as compassionate citizens. As a learning community we aim to grow together in understanding and cooperation, respecting each other's needs, beliefs and background, working ever more closely to fulfil individual potential for the greater good. Together with families and the local community, Ark Boulton Academy is dedicated to helping our young people to develop a lifelong love of learning, a sense of personal and civic pride and the confidence to not just navigate the modern world, but to shape it. Our approach is summed up in the African proverb, "It takes a whole community to bring up a child".

RSE teaches pupils to develop an awareness and respect for themselves and others. It aids the development of positive self-esteem, which will enable pupils to cope with the challenges of personal growth. It ensures that pupils are aware of the personal choices they can make and prepares them to make responsible decisions. It is as much about exploring feelings and emotions as it is a biological understanding.

As part of the sex and relationship education framework, pupils are taught about the nature and importance of family life and bringing up children, together with the challenges and responsibilities of parenthood. Pupils will learn about the significance of marriage and other strong and stable relationships (DfE 2011). Care is taken that no child is stigmatised because of his or her home circumstances and that an inclusive approach is always adopted.

At Ark Boulton Academy we believe that preparing students for life in modern Britain includes providing opportunities for students to develop morally, socially, spiritually and culturally through character development. These themes run throughout the formal curriculum; students learn about themselves, others, the local and global society in which they live and about democracy, tolerance, diversity and the rule of law.

Personal, social and health education is also addressed specifically through regular whole day student conferences on 'rights and responsibilities'. During which students explore themes relating directly to their personal emotional, mental and physical health and wellbeing as well as positive relationships and how to keep themselves and others safe.

To enable the spiritual and moral development of students the academy's values are predicated on ten virtues which we seek to make explicit and relate to day-to-day life in the academy and the wider world. In order to complement this approach each week there is a specific virtue theme and related 'key question'. During assembly and form time students consider the impact of these virtues on their own lives, their community and wider world.

We recognise the importance of the partnership of the family and the academy, of parents/carers and teachers, in this significant area of personal development. The academy will ensure that all children experience a planned programme of RSE that offers them the opportunity to explore attitudes and values, and develop personal and social skills, as well as learning the facts necessary for life. The RSE programme will reflect the Academy's inclusive ethos where all pupils, regardless of age, ability, gender, race or sexuality, have the same opportunity to benefit from the sex education resources and teaching methods.

It is important that the needs of boys and girls are met on the subject of puberty. Children with special educational needs and learning difficulties are included in sex and relationship 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

(RSE) compulsory for all pupils receiving secondary education (DfE, 2020). Health Education and Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in all schools.

## 2. AIMS

The relationships and sex education (RSE) programme at Ark Boulton is an opportunity for students:

- To clarify their attitudes and values with respect to sex and sexuality and to place them within a moral framework.
- Develop an understanding of factual information relating to this aspect of students' learning.
- To develop a range of appropriate personal skills.
- To develop skills and awareness and know where to go for help to stay safe online.

## 3. OBJECTIVES

The specific objectives of a SRE programme will depend on the age and maturity of the students involved. Underpinning all of them will be an understanding of the biological, emotional, social, legal and moral aspects of sexuality.

In order to achieve the aims the following objectives apply:

- To develop an understanding of a range of virtues and moral issues including the importance of family life in its many different contexts.
- To enable the students to understand the biological facts related to human growth and development including reproduction and contraception.
- To enable the students to develop further the nature of feelings and emotions experienced by themselves and others and the importance of healthy personal relationships.
- To enable the students to identify and use sources of help and advice available within the family, college and community.
- To present information to students about different types of contraceptives.
- To present information to students about HIV/AIDS and other Sexually Transmitted Infections (STIs) at an appropriate point.
- To assist the students in making informed decisions about sexual behaviour and the consequences of behaviour which carries risks.
- To enable young people to know and understand the legal framework relating to sexual activity.
- To foster a range of personal skills and qualities which will enable students to make informed choices and lead fulfilling and healthy lives.
- To develop an understanding of and sensitivity to different lifestyles, needs and the feelings of others.
- To develop knowledge of the following topics:
  - Families and people who care for me
  - Respectful relationships, including friendships
  - Online and media relationships
  - Being safe
  - Intimate and sexual relationships, including sexual health
- To develop a zero-tolerance approach to sexual harassment and sexual violence for all staff and students
- To develop knowledge and awareness and respect for the LGBT community and possible targeting of this community

- To understand the definitions and law concerning sexual harassment and sexual violence
- To understand sexual consent and legal definitions
- To signpost, have awareness and understanding of how to prevent sexual harassment; consensual and non-consensual, of staying safe online.

## 4. IMPLEMENTATION

Relationship and sex education will focus on physical, moral, social and emotional development of all pupils. Delivered within an inclusive ethos, we will develop an understanding of the importance of marriage, stable and loving relationships, respect, love and care, for family life (DfE 2011). Moreover, it will also explicitly teach the biological and emotional aspects of the processes of sex, sexuality and sexual health.

Students are supported in their personal development curriculum, assemblies and small group situations where appropriate. Specialist welfare support is also available for students who need individualised support.

### **Organisation of academy sex education**

RSE sits firmly within the curriculum of Ark Boulton and will be taught with the same academic rigour and sensitivity as all other subjects. There will be a whole school approach from Years 7 to 11 where progression and continuity are built into the programme, in a culturally sensitive manner.

RSE will be taught in dedicated personal development programme lessons and within other areas of the core curriculum, such as Science, Drama, Religious Studies. Teachers will have specialist training to deliver and teach all of the aspects of RSE as part of the statutory guidance. Students will also consider and discuss the emotional aspects as well as legal definitions of sexual harassment and sexual violence. Form Tutors will focus on the social, emotional and moral aspects of RSE more explicitly with their small family style groups following the PSHE programme overseen by Assistant Principals for Behaviour and Culture.

### **Teaching of sex education**

Students are taught in small, mixed ability groups, using resources that are designed to be accessible to students of all abilities. The programme involves the use of many resources. These are selected only if they support the aims and objectives of the programme, are easily accessible to students, respect the sensitivities of the students and their parents and are free of bias by gender, race or in any other form. Some of these are published materials, but many are produced by staff at the academy.

### **Training Provision**

Frequent professional development ensures that teachers are up to date, with the background biological knowledge associated with such topics as STI's and contraception. The delivery of the sex education programme by all staff at Ark Boulton Academy, following Character Education training in the statutory content, as well as moral and virtues education from international The Jubilee Centre, Birmingham. This ensures that staff can be offered adequate training in content and delivery. We also use external speakers e.g. academy nurse.

### **Specific classroom arrangements**

RSE will be regarded and thoroughly planned in the same way as all lessons at Ark Boulton. There will be the same high expectations within the classroom of both the teacher, and the pupils. When planning lessons, teachers will consider appropriate groupings in respect of pupil experience and need. Mixed-gender classes will be the norm for both civitas and science sessions.

Boys and girls will be taught about issues such as sexual stereotyping and menstruation together, thus treating the issues as part of the broad RSE and in particular avoiding misconceptions and speculation. It is important to teach about sexually transmitted infections and contraception and

as the academy develops may consider whether these issues need to be taught in mixed or single sex sessions. It is essential that all students' needs are met through effective curriculum planning, delivery and review of learning.

Children with Special Educational Needs relating to sex education will have their needs addressed both within the class, and where appropriate, on a one-to-one basis. Advice will be sought from the health professionals and SENCo, overseen by an Assistant Principal (Quality First Teaching).

## 5. MORAL AND VALUES FRAMEWORK

The prime responsibility for bringing up children rests with their parents/carers. We recognise that parents/carers are key figures in helping their children to cope with the emotional issues involved in growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. They will wish to do so within the moral framework which underpins their individual family life. The teaching offered by the academy should be seen as complimentary and supportive to the role of parents. All of this work is situated within the moral and performance virtues taught through our Character Education Programme.

### **Equal opportunities**

The sex education programme has been devised to support the commitment of the academy to equal opportunities. It does this in the following ways:

- By establishing a balanced and relevant sex education curriculum which is accessible to all students.
- By using teaching strategies that encourage positive attitudes and challenge prejudice and intolerance.
- By providing a safe environment where the ground rules for discussing these issues are established very clearly.
- By using and expecting language which promotes positive images and mutual respect.
- By using gender neutral language which supports an inclusive ethos for all communities.

### **Dealing with sensitive issues**

Academy leaders understand that teachers should respond to all children's questions relating to sex and relationship education in an open and factual way, taking into consideration the family background, culture, religious beliefs, and pupils' differing experiences. The academy expects teachers to use their professional judgment and discretion when faced with, or answering, questions which they deem to be of a sensitive nature, for example homosexuality, contraception or sexually transmitted infections. In addition, teachers should follow academy protocols for supporting and reporting students who state they have experienced sexual harassment or incidences that may be deemed violent.

The following ground rules have been established to ensure that communication about sex and relationships is clear, consistent and unambiguous:

- Teachers should not enter into discussions about personal issues and lifestyles.
- No pupil or member of staff is expected to ask or answer questions about their life.
- Nobody is forced to take part in discussions.
- In discussions, teachers will promote the knowledge and use of accepted names of body parts. These will be the biological terms.
- Protocols for reporting incidences are followed consistently.

- Meanings of words are explained in a sensible and factual way

## 6. APPENDIX 1 – SPECIFIC ISSUE STATEMENTS

### **Contraceptive 'advice' and information to under 16's (individually and in the classroom)**

Teachers should not offer individual contraceptive advice to students. This role is more appropriately performed by a health professional e.g. a Doctor or a Nurse. Work on contraception appears in lessons.

### **Confidentiality (individual and in the classroom)**

Confidentiality within the classroom is an important element of sex education. Teachers should, however, take care that they do not compromise themselves by promising confidentiality to individual students in 'delicate' situations. It is always wise in such situations to share information, most appropriately with a Head of House or member of the SLT. Legal guidelines will be followed.

### **Child sexual abuse procedure**

The definition of child abuse is clearly laid out in the academy's Safeguarding Policy and the relevant steps that need to be taken in a case of suspected abuse. Procedures are mandatory upon all those dealing with child abuse in academy. All staff are aware of the procedures which are documented in an abbreviated form in the staff diary.

### **Right to withdraw child from sex education**

As a school, we aim to work in active partnership with families, value their views and keep them informed of the RSE and sex education provision.

The statutory guidance for RSE and Health Education came into effect in all secondary schools from 2020. Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education. However, parents have the right to request that their child be withdrawn from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16. Parents should put their request in writing to the Head of School. Parents and where appropriate the child, will be invited to meet the Head of School who will explain the material and explore their concerns. After three terms before the age of 16, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. Where pupils are withdrawn from sex education, the school will document the process and the student will receive appropriate, purposeful education during the period of withdrawal.

### **Bullying procedures**

Should issues of bullying or sexual harassment arise, the procedures laid down in the academy Anti-Bullying Policy should be followed.

### **Complaints procedure**

Ark Boulton has an open relationship with parents/carers and always encourages them to express their concerns to the academy so that they can be addressed.

### **Working with parents**

Ark Boulton seeks to work in partnership with parents through consultation and support. Parents are vital in teaching children about sex and relationships, maintaining the culture and ethos of the family, helping children to cope with the emotional and physical aspects of growing, and preparing them for the challenges and responsibilities that sexual maturity brings.

### **Health professionals and visitors**

Where people are invited in to speak to students, they will be made aware of the guidelines and will be expected to follow them. A member of staff will be present during the talk.