



RELATIONSHIPS, SEX EDUCATION AND PSHE POLICY

**Approved: March 2021
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As a Church of England Academy, we are inclusive of all regardless of creed, colour, race, gender, sexual orientation or ability. We hope to transform the lives of our pupils, students and our wider community by putting our core values of love, integrity, generosity, hope and tolerance (LIGHT) into action. As such, all should feel welcome and respected. Schools are, in part, measured by academic success. Pupils and students know this. We must help and enable each pupil and student to succeed to the best of their ability by providing high quality lessons and an appropriate curriculum for our pupils and students.

Context

The statutory guidance from the Department of Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The guidance will become compulsory in all schools from September 2020 and replaces the Sex and Relationship guidance document published in 2000.

The Relationships Education and Health Education guidance document contains information on what schools should do and sets out the legal duties to which schools must comply with when teaching Relationships Education, Relationships and Sex Education [RSE] and Health Education.

The National curriculum states 'that all schools should make provision for personal, social, health and economic education [PSHE], drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide balance and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding. The relationships and health aspects of PSHE will be the only part of the PSHE curriculum that will be compulsory in all schools from September 2020.

Introduction

The John Wallis Academy approach to RSE and PSHE will be conducted within a clear morals and values framework based on the above principles. It will also aim to equip all students and pupils with accurate, unbiased knowledge about relationships, sex and health. Furthermore, it will give students and pupils the opportunity to acquire life skills that will help them make good use of this knowledge. The programme will enable all students and pupils to explore and respect their own and others' opinions, attitudes and values. The programme is intended for all students and pupils across the academy. TJWA is committed to supporting all children to grow up happy, healthy and safe, and to provide them with the knowledge they need to manage the opportunities and challenges of modern Britain. Our teaching is tailored to the age and the physical and emotional maturity of the pupils.

The Academy aims to develop in all students and pupils the knowledge and capacity to make informed choices about their personal lives. Whatever the specific content of the syllabus, the academy will continue to place sex education within the framework of a

Christian understanding of sex and human relationships, which stresses the importance of a faithful marriage as the best framework for sex.

The RSE and PSHE programme ensures that students and pupils will revisit in order to build upon their existing knowledge and skills throughout their time at the academy. It is intended that RSE and PSHE will be taught through interactive learning activities as appropriate. Wherever appropriate, parents will be informed and invited to support the RSE and PSHE programme.

Objectives

In delivering RSE and PSHE at the Academy, we seek to: -

- promote the spiritual, moral, cultural, mental and physical development of pupils and students at the Academy;
- develop pupils' and students' confidence to talk, share ideas, make decisions for themselves and make the most of their abilities;
- develop their respect of our common humanity, diversity and differences in order to form effective relationships and become active, responsible citizens;
- promote an understanding of improving lifelong health, positive approach to the environment, enabling them to have the confidence to make responsible life-style choices;
- promote Physical Education, school sport, physical activity as part of a lifelong healthy lifestyle;
- prepare students and pupils for the opportunities, responsibilities and experiences of adult life.

Moral and Values Framework

The Academy believes that RSE and PSHE should be delivered within the following framework and the RSE and PSHE will promote:

- Self-respect;
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality;
- Taking account of other people's feelings;
- Mutual support and co-operation;
- Honesty;
- Accepting responsibility for the consequences of actions;
- The right of people to hold their own views and not imposing their views on other people;
- The right not to be abused by other people or taken advantage of;
- The right to receive accurate information about sex and relationship issues.

Relationship to other school policies and procedures

This policy is directly linked to the following school policies and accepted practices in the following areas: -

- Anti-Bullying;
- Careers Education and Guidance;
- Charity Support;
- Collective Worship;
- Confidentiality;
- Drug Education;
- Educational Visits;
- Healthy eating;
- Inclusion;
- Safeguarding/Child Protection;
- Safer School's Police Partnership;
- School based health service and Space2Talk;
- School-Sport's Partnership;
- Sex and Personal Relationships;
- Spiritual Moral Social and Cultural;
- Using outside visitors in school.

Equality of Opportunity

At the John Wallis Church of England Academy, we will ensure that all students, regardless of colour, race, religion or gender, will have equal opportunities to develop their awareness in RSE and PSHE. Therefore, the management of teaching and learning will:

- Ensure fair sharing of available resources between children;
- Encourage all children to value their own role and ability in practical work and when recording and communicating their own ideas;
- Involve all children equally in all the aspects of PSHE & Citizenship;
- Encourage co-operation whereby children learn to value each other's contributions;
- Accommodate children with special educational needs whose first language is not English, with medical conditions (eg: nut allergy), with mobility problems, with difficulties with fine motor skills or who are unable to handle certain foods for religious or health reasons.

Primary Phase- Relationship & Sex Education

The term Relationship and Sex Education, RSE, is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values and developing self-esteem and the skills to manage relationships. Our Christian context means we promote effective relationships and sex education (RSE) based on inclusive Christian principles. We acknowledge that we RSE can make a significant contribution to the development of

the personal skills needed by pupils if they are to establish and maintain relationship. It also enables young people to make responsible and informed decisions about their health and well-being.

Sensitivity and respect should be shown to all pupils when teaching about personal relationships. RSE should be taught in a way that ensures there is no stigmatisation of children based on their home/personal circumstances. RSE should be sympathetic to the circumstances of all pupils and be mindful of the variety of expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage as recognised by the Church of England.

Definition

Sex and relationships education are learning about the emotional, social and physical aspects of growing up, relationships and sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). The exploration of reproduction and sexual behaviour within the science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief and in a way which allows pupils to ask and explore moral questions.

Introduction

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex and sexual health. It also gives children and young people essential skills for building positive, enjoyable, and respectful and non-exploitive relationships and staying safe both on and offline (21st Century Guidance 2014).

Legal Requirements

The sex education contained in National Curriculum Science (Key Stages 1 and 2) is compulsory in maintained schools. All state-funded schools must have 'due regard' to the Secretary of State's guidance on RSE (DfE, 2000). As an Academy we have followed DfE guidance within the main body of the general curriculum.

This states that:

- All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes (1.13).
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16).

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- Promotes spiritual, moral, cultural, mental and physical development of pupils at the school and of society. At The John Wallis Church of England Academy, we develop pupils within a Christian setting;

- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life. This is stated in section 2.1 of the National Curriculum Framework (DfE, 2013a) and relates to duties set out in the 2002 Education Act and the 2010 Academies Act.

Objectives

The aim of RSE is to equip our pupils and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships. It is essential if young people are to make responsible and well-informed decisions about their lives. It helps support young people through their physical, emotional and moral development. It helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Addressing RSE has three main elements, enabling pupils to:

- Explore their own and other people's attitudes and values;
- Develop and practice personal and social skills;
- Increase their knowledge and skills;
- Reflecting on the inclusive Christian principles and values.

The RSE policy at The John Wallis Academy is guided by the Christian ethos and the values of our Academy, and our knowledge of the wide variety of different cultures and values within our community. We recognise the need to work as an All-Through Academy community to ensure a shared understanding of RSE and the under-pinning values and to deliver an effective programme that meets the needs of our pupils.

Staff in The John Wallis Primary Phase of the Academy plan and teach PSHE within the following moral framework based on the following values and principles:

- "Respect ourselves, respect others, respect our environment";
- High aspirations, high expectations, high standards;
- 'LIGHT' values (Love, Integrity, Generosity, Hope and Tolerance);
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality;
- An awareness of the way others feels;
- Mutual support and co-operation;
- Honesty and openness;
- The acceptance of the responsibility for and the consequences of personal actions;
- The right of people to hold their views within the boundaries of respect for the rights of others;
- The right not to be abused by or taken advantage of by other people;
- The right to accurate information about relationships;
- The value of stable loving relationships;

- Be taught about the nature and importance of marriage as well as the mutually supportive relationships outside marriage which form key building blocks of pupil's communities;
- Pupils should feel that it is relevant to them and sensitive to their needs;
- Respect for the foundations of marriage.

The policy will be available to parents through the Academy website, the Academy Prospectus and the Head of Primary.

We will not do any teaching tasks in isolation, and we will seek to work with parents/ guardians to ensure that the teaching of RSE is clearly understood. Parents will be fully informed of Policy and Practice, and in which term it is to be taught. This will allow parents to decide whether or not to withdraw their child. The personal beliefs and attitudes of teachers will not influence their teaching of RSE lessons.

Working with parents and carers and the wider community:

- Role of parents;
- How informed and consulted;
- Access to resources;
- Right to withdraw;
- Confidentiality for parents.

Parents and carers have an especially important role to play in supporting PSHE/ RSE/ DRUGS education. The John Wallis Church of England Academy feels confident that the Academy's programme compliments and supports the role of parents and carers. To enable this an information session for parents is held to discuss the RSE programme. Teaching resources are shared, and opportunities given for discussion and questions.

Before any year group embarks upon its RSE (Relationship & Sex Education) programme, parents/ carers will be informed by letter of their right to withdraw their child from RSE lessons and given an overview of the topics the child will be covering. Parents/ carers are also reminded that they can have a copy of the school's RSE Policy on request. Parents are also reminded that they can view any teaching resources being used in the delivery of RSE.

CPD for Staff

At the Academy we will ensure RSE/ PSHE CPD for staff by including RSE issues in the induction programme for all new members of staff and provide ongoing CPD for staff including mentoring/ supervision.

Professional development may take a variety of forms such as:

- Training courses e.g. Children and Young Peoples Team (Healthy Schools) RSE planning and policy level 1 training;
- Shadowing or co-teaching with other members of staff;
- Team teaching;

- Professional Learning/ Inset for staff has taken place in the last two years for staff involved in teaching the subject;
- Involvement with the local Children & Young Peoples Team (Healthy Schools) and TPSU has resulted in training for all staff delivering it;
- The Academy has a member of staff who has completed the level 1 training.

Specific Issues including vulnerable groups:

a. What kind of language will be considered acceptable and appropriate for use in RSE lessons?

All staff will:

- Use correct terminology as this is deemed good practice;
- Openly teach pupils what 'slang' words mean (where appropriate), and that some are offensive;
- Avoid the use of any slang;
- Use inclusive language (such as partner, instead of boyfriend/ girlfriend).

We have adopted the good practice of using medically correct terms for genitalia and sexual parts of the body, for example, vulva, vagina, penis and testicles. Ofsted provides full support for this approach (2013) and have raised concerns that some primary schools are currently failing to teach this vocabulary because this leaves children unable to describe abusive behaviours.

The use of respectful language which challenges sexism, homophobia and other forms of prejudice will be established and embedded in RSE and will have benefits for the whole Academy community- both in and out of lessons. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013). Children at primary and secondary level need to know that using the word 'gay' to mean something is rubbish is wrong. See also 'The LGBT' Issue' e-magazine for inclusive RSE and challenging homophobia biphobia and transphobia (Sex Education Forum, 2014).

b. Safeguarding

Some issues may result in children and young people making disclosures which will be addressed in line with the Academy safeguarding policy and procedures.

RSE plays a very important part in fulfilling the statutory duties all schools and academies have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools and academies have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). Updated government safeguarding guidance is available (Keeping Children Safe in Education, 2016) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government Multi-Agency practice guidelines. Female

Genital Mutilation (2014) which includes a section for schools. The Academy takes care to follow this guidance.

c. Confidentiality

Staff will follow the Academy's policy with regard to confidentiality. Pupils should also be made aware of the boundaries of confidentiality should they choose to make a disclosure to a member of staff.

As with our Safeguarding Policy, members of staff cannot promise confidentiality if concerns exist, and have regular annual training in this area.

Outline

The John Wallis Church of England Academy- Primary Phase delivers the RSE programme through:

- Following the PSHE Assessment Framework/schemes of work;
- Class Teachers;
- External agencies used to enhance programme.

The John Wallis Church of England Academy- Primary Phase teaches RSE through:

- A wide range of teaching methods can be used to enable pupils to actively participate in their own learning;
- These can include use of quizzes, case studies, research, role play, video and small group discussion;
- Embedding in the PSHE Curriculum;
- Part of spiral Curriculum;
- Consulting with pupils In Year 6 about their preference for single or mixed gender group for Relationship and Sex Education;
- Enhanced collapsed timetable days;
- Year groups according to vulnerability;
- Where else is it delivered (Biological aspects through the Science curriculum and other aspects through English, Drama, and Geography etc.).

Content

Schemes of work for all topics are detailed and follow guidance from the PSHE association and work with The School Nursing Team/ Healthy Schools Team
The PSHE Association's Programme of Study document covers the key concepts, skills and topics at different key stages which we believe should be covered as part of a comprehensive programme.

http://www.pshe-association.org.uk/resources_search_details.aspx?Resourceid=495

Assessment

Teaching and learning of PSHE and RSE will be assessed by:

- Assessment for learning;
- Teacher Assessment;
- Pupil self-assessment.

Monitoring and Evaluation

Monitoring

The RSE programme is monitored by:

- Pupil feedback;
- Lesson planning and observation;
- PLT and subject monitoring;
- Pupil Voice;
- Enhanced pupil confidence and maturity when discussing RSE.

Evaluation

The programme is evaluated to ensure it meets the changing needs of the young people and reflects the views and values of the academy community; this is carried out both by teachers and pupils.

The RSE programme is evaluated through:

- Personal evaluations (of each lesson) with opportunities for staff to discuss with the PSHE teaching team;
- End of module evaluation;
- Feedback to PSLT about key issues.

Working with outside agencies

The John Wallis Church of England Academy, Primary Phase may use the expertise of outside agencies.

Appropriate and suitable experiences and or knowledgeable visitors from outside School may be invited to contribute to the delivery of RSE.

Secondary Phase RSE and PSHE

Introduction

It is important that Relationships and Sex Education [RSE] is supported by the Academy's broad PSHE curriculum and is inclusive of all students to ensure that they:

- Receive their sex education in the wider context of relationships;
- Are prepared for the opportunities, responsibilities and experiences of life;
- Develop positive attitudes to sexuality.

Students should be taught about the nature and importance of marriage and about the mutually supportive relationships outside marriage which form key building blocks of community and society. Students should feel that RSE is relevant to them and sensitive to their needs, whatever their developing sexuality is.

There must be no stigmatisation of students based on their home circumstances. The needs of both sexes should be met. Staff may wish to consider appropriate groupings for lessons such as single sex ones for certain issues.

Aims and objectives

RSE is lifelong learning about physical, moral and emotional development, embedded in a context that enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.

We will aim to:

- Provide opportunities for students to develop the skills, knowledge and understanding to lead confident, healthy and independent lives and become active and informed citizens;
- Ensure that each student develops the skills and knowledge to make decisions. Decisions about how they relate to others can only be made if they have adequate knowledge and understanding of their own physical and emotional development;
- Information will be delivered in an accepting and honest way, which enables young people to contribute and as deemed age appropriate;
- We will not do this task in isolation, and we seek to work with parents/guardians to ensure that the teaching of sex education reflects their expectations and compliments teaching at home;
- Parents will be fully informed of policy and practice about the teaching of sex education each term so that they can decide whether or not to withdraw their child.

RSE will focus on the three main elements

Attitudes and values

- Recognition of the understanding of the value of family life, marriage and stable and loving relationships for the nurture of both children and adults.
- Respect for oneself and others, loving and being loved and caring for oneself and others.
- Exploring, considering and understanding moral dilemmas.
- Development of critical thinking skills as part of decision making.

Personal and social skills

- Strengthening self-esteem and self-confidence through learning to understand and manage emotions and relationships confidently and sensitively and how to make choices based on an understanding of difference and without prejudice.
- Development of skills of choice and an understanding of the consequences of such choices are fundamental to decision making, assertiveness, managing conflict and communication. All of these enable students to exercise personal responsibility to help avoid exploitation and abuse.
- Sensitivity is important as there may be students in the group who have been abused or are carrying out abuse and do not recognise it as such.

Knowledge and understanding

- Learning and understanding about physical development at appropriate stages and dealing with issues of gender and stereotyping.
- Transmission of knowledge about sexuality, reproduction, disability, inherited disorders, sexual health, emotions and relationships.
- Not one sexual orientation or type of sexual activity to be promoted.
- Acquisition of information about local and national services including sexual health advice, sexuality, contraception and how to access them.
- Learning about the reasons for delaying sexual activity, the benefits to be gained from such delay and avoidance of unplanned pregnancy/parenthood.

Roles and responsibilities of the Principal, other staff and governors

The Governing Body will:

- decide whether sex education should be in the Academy curriculum and, if so, what it should consist of and how it should be organised;
- seek the advice of the Principal on this policy, keep it up to date, and make it available to parents;
- ensure that sex education is provided in a way that encourages students to consider morals, the value of family life, and the importance of marriage.

The Principal will ensure that:

- the Governing Body is advised about the nature and organisation of sex and relationships education and how it reflects the aims and values of the Academy;
- sex education is provided in a way that encourages students to consider morals, the value of family life, and the importance of marriage;
- students are protected from inappropriate teaching materials;
- a scheme of work is agreed and implemented;
- parents are informed about the programme for sex education each term.

Staff who teach sex and relationships education are expected to:

- provide sex education in accordance with this policy and in a way, which encourages students to consider morals and the value of family life;
- participate in training to provide sex education in line with the Academy curriculum policy;
- implement the agreed scheme of work;
- draw to the attention of the Principal any materials which they consider to be inappropriate;
- respond appropriately to those students whose parents wish them to be withdrawn from sex education.

Ethnicity

Staff need to have some information about the religious traditions, marriage rules and other kinds of relationship arrangements established in different cultures and must also be able to refer to them verbally as well as making reference to multi-cultural resources.

Special Educational Needs

All students including those who have SEN need to follow an appropriate relationship and sex programme of study. Some children and young people with SEN are more vulnerable to abuse and exploitation than their peers. Others may be confused about what is acceptable social behaviour, thus lessons need to be differentiated accordingly. The DCSF has stated clearly that “It is important that students with special educational needs are not withdrawn from health education so that they can catch up on National Curriculum subjects”.

Materials used for SRSE need to be chosen so that they are accessible, i.e. they may have to be very straightforward and explicit for children with learning difficulties. Looked after children may require additional support in this area due to them being in care.

Diversity

Students should be made aware of the diversity of human sexuality and taught to develop respect for diversity. All students need to feel the RSE they receive is relevant and sensitive to their needs. Staff should respond in a straightforward and sensitive manner to issues of sexual orientation, answer questions and offer support. Answers to

questions should be equally relevant to all students irrespective of their sexual orientation. Sexual orientation and what are taught is an area of concern for some parents and the Academy may involve parents closely in developing and reviewing their RSE programmes to provide them with satisfactory reassurance.

Use of Materials

Materials used must be determined by the needs of the students, reflect the Academy's values and be in accordance with the PSHE framework, Science and the law. Information needs to be age appropriate and take into account the students' cultural backgrounds. The Academy should ensure that students are protected from accessing unsuitable materials on the Internet which may leave them vulnerable to exploitation by offering personal information including supplying email addresses over the Internet.

Videos can be excellent teaching and learning tools and may be used as a part of a planned programme but should not be viewed as substitutes for such a scheme. The use of stories and picture books can enrich students' understanding of RSE.

RSE will include activities which will encourage exploration of values and attitudes, respect for and acceptance of responsibility for self and others and development of other personal and social skills.

Teaching Methods

Students will have planned activities where they can draw on previous knowledge and develop more understanding, practise their personal and social skills, consider their beliefs and attitudes about different topics, reflect on their new learning and plan and shape future action. Teaching in single sex groups may be appropriate at times. To encourage active learning students may work in groups e.g. whole class discussions, use of circle time, or in small groups.

It is the Government's recommendation that RSE is delivered through the following four broad themes within the context of the National Healthy Academy Standard:

- Developing confidence and responsibility for making the most of students' abilities;
- Preparing to play an active role as citizens;
- Developing healthier and safer lifestyles;
- Developing good relationships and respecting differences between people.

RSE will contribute to the foundation of PSHE by ensuring that students will be able to:

- develop confidence in talking and listening about feelings and relationships;
- name parts of the body and describe how their bodies work;
- protect themselves and ask for help and support and;
- be prepared for puberty.

RSE will be embedded in a wider context of supporting students to build up their self-esteem, enhance their relationship skills and extend their abilities to take responsibility for the consequences of their actions. Classroom debates can provide excellent opportunities for RSE in preparing students for the responsibilities and challenges of adult life when they are purposefully planned.

Appropriate information and effective advice on contraception and on delaying sexual activity can help reduce the incidence of unwanted pregnancies. In its Guidance the DCFS states that the key task for Academies is to provide information and advice on contraception and on delaying sexual activity to reduce the incidence of unwanted pregnancies.

RSE should prepare young people for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- be aware of their sexuality and understand human sexuality;
- understand the arguments for delaying sexual activity;
- understand the reasons for having protected sex;
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships;
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want;
- communicate effectively;
- have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV;
- avoid being exploited or exploiting others;
- avoid being pressured into unwanted or unprotected sex;
- access confidential sexual health advice, support and if necessary, treatment and know how the law applies to sexual relationships.

Key Stage 3 and 4 Content

- Physical and emotional changes at puberty;
- Looking after your body – keeping healthy during puberty;
- Respect and responsibility;
- Relationships – including marriage and parenthood;
- Assessing risk;
- Resisting pressure;
- Prejudice and discrimination linked to sexual identity and orientation;
- Body image and feeling good;
- Influence of the media;
- Accessing help and advice;
- Sex and the Law;

- STIs, including HIV, and high-risk behaviours;
- The links between sexual behaviour and alcohol;
- Conception and contraception.

Working with Parents

Parents are the key people in teaching their children about relationships and sex. They maintain the culture and ethos of the family, help their children cope with the emotional and physical aspects of growing up and prepare them for the challenges and responsibilities that sexual maturity brings.

It is essential that the Academy should seek to work in partnership with parents, consulting them regularly on their RSE programme and encouraging their involvement in the determination of it. Parents need to know that the Academy's RSE programme will complement and support their role as parents. Parents may need to be reassured that teachers' personal beliefs and attitudes will not influence the Academy's RSE programme and that all those contributing to the Academy's RSE are expected to work within its values framework as described in the Academy policy.

Reflections around parents' own experiences of sex education can lead to productive discussions. Many parents find it difficult to talk to their children about sex and relationships. Fathers in particular, rarely take responsibility for giving RSE to their sons. Parents may need support to:

- help their children learn the correct names of the body;
- talk with their children about feelings and relationships;
- answer questions about growing up, having babies, feeling attraction, sexuality, sex, contraception, relationships and sexual health.

Parents' Right to Withdraw Their Children from Lessons

Parents have the right to withdraw their children from all or part of the RSE at the Academy except for those parts included in the statutory National Curriculum. Alternative arrangements will be made in such cases.

Teaching Sensitive Issues

Teachers' personal beliefs and attitudes should not influence the teaching of RSE within the PSHE framework. It is a criminal offence to have sexual relationships with children or young persons under 16. Teachers are in a particular position of trust and have a responsibility to ensure the safety and welfare of their students. The Sexual Offences Act 2000 which came into effect in January 2001 makes it an offence for a teacher to have a sexual relationship with a full-time student who is under 18 and is in the same Academy. The law applies to teachers and others in a position of trust.

Contraception

On rare occasions a staff member might be approached by a student who is sexually active or contemplating sexual activity. This will always raise child protection issues and sensitive handling will be required to ensure that a proper balance is struck between the need to observe the law and the need for sensitive counselling and treatment including protection from disclosure to inappropriate adults. Such actions must not be undertaken without reference to the Academy's Principal.

RSE Teaching Strategies

In order for teachers to overcome embarrassment and anxieties it is important to:

- have a clear lesson plan with specific learning objectives;
- establish ground rules with students – use 'distancing' techniques;
- know how to respond to unexpected or unwelcome questions or comments from students;
- utilise discussion and project learning methods and appropriate materials;
- encourage reflection;
- make explicit the need to respect differences;

Suggested Ground Rules:

- No one will have to answer a personal question;
- Personal questions specifically aimed at embarrassing another will be discouraged;
- No one will be forced to participate in a discussion;
- Only the correct names for body parts will be used and if slang words are mentioned they will be explained;
- Meanings of words will be explained clearly and factually;
- Respect for differences between students will be maintained;
- Consulting with Year 7 and 8 students about their preference for single or mixed gender relationship group for RSE.

Distancing Techniques:

By depersonalising discussions embarrassment can be avoided and privacy protected.

Suggested techniques:

- role play;
- structured, pre-planned debates;
- games and quizzes;
- case studies with invented characters;
- video material;
- theatrical performances by outside companies or students' own productions.

Responding to Unexpected or Unwelcome Questions or Comments

Staff need to establish clear parameters of appropriate conduct at all times.

The following suggestions may help teachers cope with embarrassing situations:

If a question is too personal, the teacher can offer to respond privately, remind the student of the ground rules or refer the student to an appropriate colleague. If the teacher does not know the answer to a question, this should be acknowledged, and the correct answer provided in a later lesson.

If a question is too explicit, not appropriate for a student's age and understanding, inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should recognise this and promise to respond on an individual basis. This promise must be kept. When a teacher is concerned about possible sexual abuse, the Academy's child protection procedures need to be followed. Students need to be quite clear in advance about the procedures that will follow and the consequences of disclosure.

Working with the wider community and the role of visitors

Elements of RSE are also provided by a range of people in the wider community who have much to offer at all levels and who can offer different and new perspectives as well as specialised knowledge, experience and resources. All adults involved in the Academy's SRE programme will be made aware of the Academy's SRE policy and programme and should abide by them.

Visitors will complement but not substitute or replace the Academy's planned provision of RSE. It is the responsibility of the PSHE co-ordinator and the teachers to plan the curriculum and lessons. Occasional "Health Days" can make a positive contribution to the students' learning as long as they are a planned part of the curriculum and consolidate earlier teaching and/or lead to future reinforcement of information and skills.

Confidentiality

Academy staff must be absolutely clear about the boundaries of their legal and professional roles and the responsibilities and need to be familiar with the procedures set out in the DfES Child Protection circular, Protecting Children from abuse: The Role of the Education Service.

The student's best interests will be maintained whilst encouraging students to talk to their parents and giving them support to do so.

Students must know that teachers cannot offer unconditional confidentiality, however reassurance will be given that, if confidentiality has to be broken, they will be informed first and then supported as appropriate.

If there is any possibility of abuse, the Academy's child protection procedures will be followed.

Safeguarding Children

Children cannot learn effectively if they are concerned or frightened about being abused or being the victims of violence in the home and have a right to expect Academy's to provide a safe and secure environment. Teachers need to be aware that effective RSE, which promotes understanding of what is and what is not acceptable in a relationship, can lead to disclosure of a child protection issue. Any fears or worries that students bring into a classroom should not go unnoticed by staff.

If a member of staff suspects that a child is a victim of abuse or they have reasons to believe that a student is at risk of abuse, they should be aware of the procedures and know they have to report their concerns to the Principal or designated safeguarding lead.

Personal Disclosures

If a student makes a disclosure at an inappropriate time or place, the teacher should talk on an individual basis to the student before the end of the Academy day. The teacher must discuss the issue with the Principal or designated safeguarding lead.

Effective RSE should make it clear that it is important for young people to talk to an adult if they are having sex or are contemplating doing so. It is desirable, although not always possible, that that person should be their parent. The law allows health professionals to see and, in some circumstances, to treat young people confidentially and part of this process includes counselling and discussion about talking to parents. To take more responsibility for their actions, young people need to be more generally aware of the law in relation to sexual activity and local confidentiality services.

There may be cases where a teacher learns from an under 16 year old that he or she is contemplating having sexual intercourse. Academy staff should then follow the Academy's agreed procedures to:

- persuade him or her to talk to their parent wherever possible;
- address any child protection issues.

Arrangements for monitoring and evaluation

The Principal will provide a report on the implementation of the scheme of work once each year in July, together with a record of parental and student complaints, the number of students withdrawn from lessons, and the number of teachers and other staff involved in training on sex education. Lessons on sex education will be observed in the normal programme of monitoring teaching and the judgements about the impact of the lesson on students will be included in the report.

Resources/Links to Other Policies and Documentation

The RSE policy, with the Drugs Education Policy, forms part of the PSHE Policy.

See also:

- Safeguarding & Children's Welfare
- Equal Opportunities
- Confidentiality
- Health and Safety

The programme of RSE and PSHE at The John Wallis Academy is a developing one and each year an evaluation of the programme is undertaken and the need for changes and improvements is implemented for the following academic year. It is also clear that attention to local community issues is paramount and needs to be addressed within the RSE and PSHE education programme.

Reference Work

'Deeply Christian, serving the Common Good' - The Church of England Vision for Education.

Statutory Inspection of Church of England and Methodist Schools – Strand 5

Valuing all God's Children – The Church of England's report [2017]

Relationships Education, Relationships and Sex Education (RSE) and Health Education (Statutory Guidance for Governing Bodies, Proprietors, Headteachers, Principals, Senior Leadership Teams, Teachers – 2020)

QCA Citizenship at Key Stages 1-4

(Ref: QCA/02/944)

Every Child Matters: Change for Children in Schools

(Ref: DfES/1089/2004)

Healthy Living Blueprint for Schools

(Ref: DfES/0781/2004)

Drug, alcohol and tobacco education:

Curriculum Guidance for Schools at Key Stages 1– 4

(Ref: QCA/03/1031).

Sex & Relationship Education, Healthy Lifestyles and Financial Capability:

Teachers' Handbook for the Units of Work

(Ref: QCA/05/1695)

Keeping Children Safe in Education

(September 2020 – DFE)

Equality Act 2010