

# Farringdon Community Academy

## Relationship & Sex Policy



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Date Ratified by Governing Body	
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### SIGNATURES:

Head Teacher	<b>Mr Neal Holder</b>
Principal Chair of Governors	

The aim of Relationships and Sex Education (RSE) is to give pupils the information they need to help them develop healthy, nurturing relationships of all kinds. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful committed relationship.

RSE will include what is acceptable and unacceptable behaviour in relationships. This will help pupils to understand the positive effects that good relationships can have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

*The RSE curriculum will support the wider work of Farringdon Community Academy in helping to develop pupil wellbeing and the resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.*

### RSE Statutory Duty

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.

Everyone faces difficult situations in their lives. RSE and health education can support young people to develop resilience, to know how and when to ask for help, and where to access support.

### RSE - Statutory Content

Pupils should know:

### Families:

Pupils should know:

- that there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.

- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships. o the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

## **Respectful Relationships, including Friendships**

Pupils should know:

- the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. o
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). o that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

## **Online and Media**

Pupils should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content.
- that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- how information and data is generated, collected, shared and used online.

## **Being Safe**

Pupils should know:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour based violence and FGM, and how these can affect current and future relationships.
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

## Intimate and Sexual Relationships, including Sexual Health

Pupils should know:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex. o the facts about the full range of contraceptive choices, efficacy and options available. o the facts around pregnancy including miscarriage.
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- how the use of alcohol and drugs can lead to risky sexual behaviour.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

### **(Appendix A outlines our RSE programme.)**

Delivery and Implementation All compulsory content will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and their parents while always with the aim of providing pupils with the knowledge they need.

Teaching will build on the knowledge acquired at primary school and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

RSE will be delivered through the PSHE curriculum with elements taught in other National Curriculum subjects. The PSCHE Co-ordinator works closely with colleagues in related curriculum areas to ensure RSE **and Health Education programmes complement, and do not duplicate, content covered in subjects such as citizenship, science, computing and PE.**

RSE will be delivered in a variety of ways by teachers and by external agencies. Working with external agencies can enhance the delivery of RSE by bringing in specialist knowledge.

### **Right to withdraw**

Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSE. Before granting any request, the Head Teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

A record will be kept of the request and the subsequent discussion with the Head Teacher. Once these discussions have taken place, except in exceptional circumstances, the Academy will respect the parents' request to withdraw their child, up to and until three terms before the child turns 16.

After that point, if the child wants to receive sex education, rather than be withdrawn, the Academy will make arrangements to provide the child with sex education during one of those terms.

If a pupil is withdrawn from sex education, the Academy will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships or Health Education.

### **Monitoring, Evaluation and Review**

Teachers should have the same high expectations of the quality of the pupils' work in RSE as for other curriculum areas. RSE will be included in the Academy quality assurance programme. This policy will be reviewed on an annual basis in consultation with parents, students and staff. A copy of this policy is available on request and is published on the Academy website.



### Appendix FCA RSE delivery

	ALL	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Families</b>						
That there are different types of committed, stable relationships		RE Marriage and Family				
How these relationships might contribute to human happiness and their importance for bringing up children		RE Marriage and Family				
What marriage and civil partnerships are, including their legal status (e.g. that marriage and civil partnerships carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony)			RE Marriage and Family			
Why marriage and civil partnerships are an important relationship choice for many couples and why it must be freely entered into			RE Marriage and Family			
The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting	PSHE topic					
How to determine whether other children, adults or sources of information are trustworthy; how to judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and how to seek help or advice, including reporting concerns about others, if needed	PSHE topic					

	ALL	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Respectful relationships including marriages</b>						
The characteristics of positive and healthy friendships (in all contexts, including online), including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non - sexual) types of relationship	PSHE Topic 4 lesson 1 Acts of Kindness 2019-20					
Practical steps they can take in a range of different contexts to improve or support respectful relationships						
How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non - consensual behaviour or encourage prejudice)	PSHE Topic 4 lesson 2 Respect 2019-20					
That in school and in wider society they can expect to be treated with respect by others, and in turn they should show due respect to others, including people in positions of authority, and due tolerance of other people's beliefs	PSHE Topic 4 lesson 2 Respect 2019-20					
About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying, and how and where to get help	PSHE Topic 4 lesson 3 Without Harm 2019-20					
That some types of behaviour within relationships are criminal, including violent behaviour and coercive control					Wed 6 <sup>th</sup> May Think for yourself workshop. Health Relationships (Sex-what's it all about).	
What constitutes sexual harassment and sexual violence and why these are always unacceptable					Wed 6 <sup>th</sup> May Think for yourself workshop. Health Relationships (Sex-what's it all about).	
The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics)					Wed 6 <sup>th</sup> May	

as defined in the Equality Act 2010) and that everyone is unique and equal					Think for yourself workshop. Health Relationships (Sex-what's it all about).	
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	ALL	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Online and media</b>						
Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online				Wed 29 <sup>th</sup> April Think for yourself workshop. Online Identity		
About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online				Wed 29 <sup>th</sup> April Think for yourself workshop. Online Identity		
Not to provide material to others that they would not want shared further and not to share personal material which is sent to them				Wed 29 <sup>th</sup> April Think for yourself workshop. Online Identity		
What to do and where to get support to report material or manage issues online				Wed 29 <sup>th</sup> April Think for yourself workshop. Online Identity		
The impact of viewing harmful content					Wed 6 <sup>th</sup> May Think for yourself workshop. Health Relationships (Sex-what's it all about).	
That specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviour, can damage the way people themselves in relation to others and negatively affect how they behave towards sexual partners					Wed 6 <sup>th</sup> May Think for yourself workshop. Health Relationships	

					(Sex-what's it all about).	
That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail					Wed 6 <sup>th</sup> May Think for yourself workshop. Health Relationships (Sex-what's it all about).	
How information and data is generated, collected, shared and used online				Wed 29 <sup>th</sup> April Think for yourself workshop. Online Identity		

	ALL	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Being safe</b>						
The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour - based violence and FGM, and how these can affect current and future relationships				Wed 29 <sup>th</sup> April Think for yourself workshop. Online Identity		
How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)				Wed 29 <sup>th</sup> April Think for yourself workshop. Online Identity		

	ALL	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Respectful relationships including marriages</b>						
How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex, and friendship				RE Marriage and Family		

That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively (e.g. physical, emotional, mental, sexual and reproductive health and wellbeing)		Science: STIs briefly as part of sexual reproduction. Term 1			Wed 6 <sup>th</sup> May Think for yourself workshop. Health Relationships (Sex-what's it all about).	Science: GCSE contraception choices. Term 1
The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women		Science: Menstrual cycle and puberty. Term 1			Science: GCSE STIs as a communicable disease.	Science GCSE; Menstrual cycle, IVF, hormones. Term 2
That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others						
That they have a choice to delay sex or to enjoy intimacy without sex					Think for yourself workshop. The great sex quiz Term 3	
The facts about the full range of contraceptive choices, efficacy and options available		Science: Introduction to contraception.			Think for yourself workshop. The great sex quiz Term 3	Science: GCSE contraception choices.
The facts around pregnancy, including miscarriage		Science: Development of the foetus. Pregnancy.	Science: Harmful effects of drugs on the foetus.	Science GCSE: Embryonic stem cells.		
That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)	Karen Taylor – head of technology – child development					
How the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing		Science: STIs briefly as part of sexual reproduction.			Science: GCSE STIs as a communicable disease.	Science: GCSE contraception choices.

About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment					Science: GCSE STIs as a communicable disease.	
How the use of alcohol and drugs can lead to risky sexual behaviour	PSHE TOPIC 1 2019-20				Think for yourself workshop. The great sex quiz Term 3	
How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment					Think for yourself workshop. The great sex quiz Term 3	

