

Farringdon Community Academy

Relationship & Sex Policy



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SIGNATURES:

Head Teacher	Mr Neal Holder
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

		HT 1 Autumn 1 (7)		HT 2 Autumn 2 (7)		HT 3 Spring 1 (7)		HT 4 Spring 2 (6)		HT 5 Summer 1 (5)		HT 6 Summer 2 (7)	
		Week 2-5	Week 6-9	Week 10-13	Week 14	Week 15-18	Week 19-22	Week 23-26	Week 27	Week 28-31	Week 32	Week 33-36	Week 37-39
		13.09.21	11.10.21	15.11.21	13.12.21	03.01.22	31.01.22	28.03.22		25.04.22		06.06.22	04.07.21
Year 7 LH. GH. RI. RK. JC/DR	RSE Mon	Families: Relationships -Transition -Committed relationships	Internet Safety -Differences online -Unhealthy comparison	Respectful Relationships: -Respecting difference -healthy Friendships	Charity Week	Families 2: Relationships -Positive relationships -Wider family relationships	Internet Safety 2 -Social Media -Understanding online info	Online Media: -Opportunities online -Digital Citizenship	Charity week Red Nose Day	Respectful Relationships 2: -Conflict and reconciliation		Protected characteristics.	Financial Education
	HE Wed	Mental Wellbeing: -Talking emotions -Connecting to others	Changing Adolescent Body: -Exploring Puberty	Health and Prevention: - Personal Hygiene -Immune System		Health and Prevention 2: - Dental -Immune response	Changing Adolescent 2: -First Sexual feelings LGBT+ -Menstruation	Healthy Lifestyles: -Healthy eating -Bodies Exercise		Mental Wellbeing 2: -Online and Mental health		Healthy Lifestyles 2: -Keeping active -Benefits of Healthy lifestyle	Financial Education
Year 8 DC. LP. RS'. BW.BY	RSE Mon	Families: stable relationships and marriage	Online and media: harmful contact (4)	Respectful relationships: stereotypes and bullying <small>-(Inclusive Environment)</small>		Families 2: stable relationships and marriage	Online and media 2: harmful contact (4)	Identity and relationships LGBT+		Respectful relationships 2: stereotypes Protected Characteristics		Identity and relationships 2 LGBT+	Financial Education
	HE Wed	Mental wellbeing: recognising concerns	Internet safety and harms: body image	Drugs and alcohol: smoking and alcohol		Mental wellbeing 2: recognising concerns	Internet safety and harm 2s: body image	Health and prevention: sleep and routines		Drugs and alcohol 2: smoking and alcohol		Health and prevention 2: sleep and routines	Financial Education
Year 9 JE.LMK. SN. FP. KS	RSE Mon	Families: Relationships: being safe and reporting concerns	Online and media: indecent image sharing	Respectful relationships: recognising criminal behaviour within relationships		Intimate relationships: positivity and health	Being safe: the law (consent & exploitation, Harassment) LGBT+	Internet safety and harms: 1 relationships and social media		Intimate relationships 2: positivity and health. STI. Contraception.		Internet safety and harms: 2 relationships and social media) LGBT+	Protected Characteristics
	HE Wed	Mental wellbeing: common types of ill health	Drugs and alcohol: prescription and illegal drugs	Health and prevention: immunisation and vaccination		Mental wellbeing: common types of ill health	Drugs and alcohol: illegal drugs	Healthy lifestyle Health and prevention:		Healthy lifestyle First Aid		Peer influence, substance use and gangs gang exploitation	Financial Education
Year 10 AC. TO. RS. KT. DT. TU	RSE Mon	Relationships (Intimate sexual) reproductive health	Online and media: dangers of viewing explicit material	Relationships (Intimate sexual) impact of alcohol and drugs		Being safe: informed consent	Online and media 2: dangers of viewing explicit material	Internet safety and harms : online relationships and harmful behaviour LGBT+		Relationships 2: (Intimate sexual) impact of alcohol and drugs		Internet safety and harms : online relationships and harmful behaviour	Protected Characteristics
	HE Wed	Mental wellbeing: impact of our actions on mental health	Drugs and alcohol: addiction and alcohol dependency	Exploring influence: impact of drugs, gangs and role models		Mental wellbeing: bullying and violent aggression	Health and prevention: self-care and self-awareness	Drugs and alcohol: addiction and alcohol dependency		Exploring influence Knife crime		Mental wellbeing: Anti-Social Behaviour and Extremisms	Financial Education
Year 11 GG. CH. LL. HM. EO. LT/MT	RSE Mon	Relationships (Intimate sexual) pregnancy and parenting	Internet safety and harms: gambling, debt and targeted advertising	Relationships-Being safe: honour based violence and FGM		Relationships 2 (Intimate sexual) pregnancy and parenting	Internet safety and harms: and targeted advertising	Relationships-Being safe: FGM. Relationship challenges. LGBT+		NA		NA	
	HE Wed	Mental wellbeing: recognising	Healthy lifestyles 2: choices	Drugs and alcohol: dangers of recreational drug use		Mental wellbeing 2: Stress management	Drugs and alcohol: addiction and	Drugs and alcohol: dangers of recreational drug use		NA		NA	