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Relationship and Sex Education Policy

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Elstree Screen Arts Academy

Also known as: ESA, ESA Academy, Elstree Screen Arts

RELATIONSHIP AND SEX EDUCATION POLICY

Author: - (Former) Assistant Principal

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Date approved by Governors: 08/07/2019

Date reviewed by SLT: 20/06/2019

Comments:

This policy is regularly monitored by the Principal & Governing Body to ensure that it is working as effectively as possible.

Monitoring, Evaluation and Review:

The Principal, Senior Leadership Team and Governing Body will review this policy regularly and assess its implementation and effectiveness. The policy will be promoted and implemented throughout by the Elstree Screen Arts Academy.

Amendments

Periodically the Senior Leadership Team and Board of governors will add to or revise the content within this policy. Any revision made are noted below.

Edition	Date	Revision made by	Content revised:
1.0	May 2013	Shakeel Rathore (Former) Assistant Principal	
1.1	April 2017	Desrae Le Roux Former Vice Principal	
1.2	Dec 2018	Corinne Ward EA to SLT	General update of policy
1.3	June 2019	Desrae Le Roux Former Vice Principal	Update for the 2020 RSE requirements
1.4	October 2019	Desrae Le Roux Former Vice Principal	Following parent consultation, policy has been approved
1.5	November 2020	Corinne Ward EA to SLT	Rebranding from EUTC to ESA

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Introduction to Policy

Relationships and Sex Education (RSE) is the right and responsibility of the parent/carer. The College provides RSE to support parents/carers in fulfilling their responsibility and to contribute to every students' health, wellbeing and preparation for adult life.

The students at the College come from diverse backgrounds, expressing a spectrum of beliefs and values. Together with our Governing Body, we have consulted and developed a familiarity with the beliefs and attitudes which our range of families have about issues such as:

- relationships and sex education
- abortion
- contraception
- LGBT+ (Lesbian, Gay, Bisexual and Trans +)
- sex outside marriage.

Aims

The aim of this policy is to communicate to staff, governors, parents/carers, visitors and students the manner in which RSE will be delivered and supported at the College.

The aims are:

- To enable our students to better understand the nature of relationships
- To provide a framework in which sensitive discussions can take place
- To enable students to see the importance of marriage and stable loving relationships for the bringing up of children
- To prepare students for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- To help students develop feelings of self-respect, confidence and empathy
- To create a positive culture around issues of sexuality and relationships
- To teach students the correct vocabulary to describe themselves and their bodies
- To support all young people to stay safe and prepare for life in modern Britain.

For further information on how we keep our students safe consult our [Child Protection Policy](#) via the College's website

Statutory requirements

As a maintained secondary school we must provide RSE to all students as per the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to the [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Policy development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process will involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Student consultation – we investigated exactly what students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Curriculum

Our curriculum is set out as per **Appendix 1** but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

What is effective RSE?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of a stable and loving relationship. It is also about the teaching of sex, sexuality, and sexual health as well as preparing students at school for opportunities, responsibilities and experiences of later life.

It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. Our curriculum is also designed to support children growing up in an increasingly complex and digital world. Whilst the internet is an overwhelmingly positive development in our lives, it does present significant challenges, particularly for young people. The dominance of social media, the prevalence of cyber-bullying and the risk that children learn about relationships from untrustworthy sources – we aim to support children to make the right decisions and keep themselves safe and happy.

For further information on how we keep our students safe consult our **Child Protection Policy** via the College's [website](#).

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

The College recognises the need to create a supportive and secure atmosphere where students can develop the confidence needed to talk, listen and think about sex and relationships.

In order to do this, teachers will:

- Establish ground rules with students
- Emphasise the importance of mutual respect
- Encourage reflection
- Make students aware of the relevant persons to approach in the College.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see **Appendices 1 and 2**.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Dealing with sensitive issues

RSE is part of the College's provision for Spiritual, Moral Social and Cultural development.

The following are protocols for discussion based lessons with students:

- No one (teacher or student) will have to answer a personal question
- No one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent/carer
- It is expected that teachers' personal beliefs and attitudes will not influence their teaching of RSE
- If at any point a disclosure is made by a student it is the responsibility of the member of staff to follow the schools' Child Protection policy and notify the College's Designated Safeguarding Lead (DSL).

For further information on how we keep our students safe consult our **Child Protection Policy** via the College's [website](#).

Student questions

Students' questions will be answered by teachers honestly but not referring to personal experience. Answers will endeavour to reflect different sides of an argument if the topic is one of debate. Staff are to provide information and guidance but not instruction.

Students who have been withdrawn from RSE lessons may still ask questions to staff. These questions will be answered with the same guidance as above. Although students will be encouraged to speak with their parents/carers regarding the conversation, they will not be made to.

We will allow students to raise anonymous questions by having scheduled lessons in which students may write anonymous questions and drop them into a box. These questions will be answered during lesson time however students are also encouraged to speak with their teacher discretely after the lesson if they wish.

If a student discloses information which is of concern with regards to child protection, the procedure outlined in the Child Protection policy will take place.

Dialogue between the RSE team and pastoral staff will ensure that any students who are thought to be 'at risk' are supported through sensitive discussion of topics. Students are also able to take a timeout if a topic is in any way distressing for them. They will not be made to discuss this, rather they will be offered support if wanted.

Roles and Responsibilities

The governing body

The governing board will approve the RSE policy, and hold the principal to account for its implementation.

The Principal

The principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from [non-statutory/non-science] components of RSE (see appendix 4).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the principal.

Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents right to withdraw

Parents' have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in **Appendix 4** of this policy and addressed to the principal.

A copy of withdrawal requests will be placed in the student's educational record. The principal will discuss the request with parents and take appropriate action.

The school will also provide other PSHE education work on the themes of positive social relationships and managing change. This will be completed in a supervised location in school.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by the Assistant Principal through:

- work scrutinies
- learning walks

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Assistant Principal on an annual basis. At every review, the policy will be approved by the Curriculum and Standards governing board.

Inclusion and differentiation

Our RSE programmes recognise that young people will bring prior learning and real life experiences to their learning. Our programmes respect and build on these, providing programmes that reflect both the universal and unique needs of our students. In this way, the programmes recognise and respect students' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be emerging) or sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community.

RSE policy links

This policy supports/complements the following policies:

- PSHE Education policy
- Anti Bullying policy
- Child Protection policy
- Teaching and Learning policy
- Behaviour for Learning policy
- Curriculum policy
- Equality and Diversity policy

Useful links for parents

- <https://www.brook.org.uk/>
- <https://www.sexeducationforum.org.uk/>
- <https://www.childline.org.uk/Explore/SexRelationships/Pages/SexRelationship%20s.asp>
- https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17

Appendices

Appendix 1: Curriculum

Year 10 Core Curriculum

Subject	Number of Lessons	Set/Blocks
English	5	Mixed ability
Science	5	4 groups Y10, 5 groups Y11
Maths	5	4 groups Y10, 5 groups Y11
PE	1	Mixed ability
Life Long Learning	1	Mixed ability

Appendix 2: PSHE Unit overview

AUTUMN TERM	SPRING TERM	SUMMER TERM
Autumn 1 - 8 weeks Autumn 2 - 7 weeks	Spring 1 - 6 weeks Spring 2 - 6 weeks	Summer 1 - 5 weeks Summer 2 - 7 weeks
Core theme 1: Health and wellbeing	Core theme 2: Relationships	Core theme 3: Living in the wider world

Appendix 3: Overarching concepts of the PSHE Curriculum

(RSE covered within this curriculum)

Concept no.	PSHE concepts	What students will learn about
1	Identity	Their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online.
2	Relationships	Including different types and in different settings, including online.
3	A healthy, balanced Lifestyle	Including physically, emotionally and socially. Including within relationships, work-life, exercise and rest, spending and saving and lifestyles choices.
4	Risk and Safety	Risk: Identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others. Safety: including behaviour and strategies to employ in different settings, including online in an increasingly connected world.
5	Diversity and Equality	In all its forms, with due regard to the protected characteristics set out in the Equality Act, 2010 .
6	Rights, Responsibilities and Consent	Including the notion of universal human rights, including fairness and justice and in different contexts.
7	Change and Resilience	As something to be managed. The skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance.
8	Power	How it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes.
9	Career	Including enterprise, employability and economic understanding.

Appendix 4: By the end of the Secondary School students should know:

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> ● 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 ● 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	<ul style="list-style-type: none"> ● 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 ● 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) ● 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	<ul style="list-style-type: none"> ● 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

	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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 ● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others ● That they have a choice to delay sex or to enjoy intimacy without sex ● The facts about the full range of contraceptive choices, efficacy and options available ● 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
Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> ● how to talk about their emotions accurately and sensitively, using appropriate vocabulary. ● that happiness is linked to being connected to others. ● how to recognise the early signs of mental wellbeing issues. ● common types of mental ill health (e.g. anxiety and depression). ● how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.

	<ul style="list-style-type: none"> the benefits of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships (including social media), how advertising and information is targeted at them and how to be a discerning consumer of information online. how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or get support, if they have been affected by those behaviours
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. facts about wider issues such as organ/blood donation.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> how to maintain healthy eating and the links between a poor diet and health risks, including eating disorders and cancer.
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> the facts about legal substances and illegal substances, including drug-taking, and the associated risks, including the link to serious mental health conditions. the law relating to the supply and possession of illegal substances. the physical and psychological risks associated with alcohol consumption and what constitutes (relatively) safe alcohol consumption. the physical and psychological consequences of addiction, including alcohol dependency. awareness of the dangers of drugs which are prescribed but still present serious health risks. the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and Prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> about personal hygiene, germs (including microbes), the spread, treatment and prevention of infection, and about antibiotics. about dental health and the benefits of good oral hygiene and flossing, including visits to the dentist. (late secondary) the benefits of regular self-examination (including screening and immunisation). the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	<p>Pupils should know</p> <ul style="list-style-type: none"> basic treatment for common injuries. life-saving skills, including how to administer CPR. the purpose of defibrillators and when one might be needed.
Changing adolescent body	<p>Pupils should know</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body. the main changes which take place in males and females, and the implications for emotional and physical health.

Appendix 5: Right to withdraw form

RIGHT TO WITHDRAW FORM (TO BE COMPLETED BY PARENTS)			
Name of child		Year group	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom		