

# **Sex and Relationship Education Policy**

Date of Approval by Principal:	Oct 2020
Signed: Mr Alex Foreman	Acon

Reviewed and agreed by the SLT in 2021.

Last reviewed:	February 2014 May 2015 May 2016 May 2017 May 2018 May 2019 Oct 2020
Next review:	Jul 2021

#### ETHOS AND BOARDING AIMS

## **Ethos**

Our aim is to provide all-round education with an academic focus. We will promote the full development of students by providing a secure, professional, and caring environment in which each student is encouraged to reach his or her individual potential and is prepared for the opportunities, responsibilities and experiences of adulthood. These goals will be achieved in the context of a learning, spiritual, moral and pastoral ethos, which respects values of Christian and other faith communities, and our unique military tradition.

## **Boarding Aims**

- To promote the personal student values of courage, discipline, respect, integrity, loyalty, and commitment within an environment where learning is at its heart.
- To promote a pastoral environment in which <u>all</u> students can live, grow and be happy.
- To develop a sense of community and belonging within our 100% co-educational boarding school.
- To develop and foster supportive relationships between students, parents, staff, and other stakeholders.
- To understand and provide for the particular and evolving educational and boarding needs of the military community.
- To promote a respect for the rights of others and their property.
- To promote good manners and develop social skills.
- To promote the "student voice" in the discussion of boarding matters.
- To promote and develop the unique military ethos of the School.
- To provide a boarding environment which develops respect for others and where bullying or other forms of harassment are not tolerated.
- To provide students with a range of activities and experiences which will develop their character, resilience, and leadership skills, allowing students to make a positive contribution to our School community and beyond.
- To provide the highest quality boarding accommodation, pastoral care and medical care that complies with the National Minimum Standards for Boarding Schools and exceed them wherever possible.

## **Background and Legal Position**

The Education Reform Act (1988) requires that:

'All Schools must provide a balanced and broadly based curriculum which promotes the spiritual, moral cultural, mental and physical development of students at school and in society.' (E.R.A. 1988)

Sex and Relationships Education was further clarified in the 1993 Act requiring all schools from September 1994 to include specific *Sex Education*, which includes teaching about HIV and AIDs along with that of other sexually transmitted diseases. Governors are required to make available to parents, on request, their written policy on Sex and Relationships Education.

#### Sex Education

Sex and Relationships Education is a part of the *Personal, Social Health and Economic Wellbeing Education* curriculum organised and overseen by the PSHEE Co-ordinator and delivered through PSHEE lessons and by outside speakers (see PSHEE policy).

Science as a core National Curriculum subject has statutory units on human reproduction and the physical changes, which take place during adolescence.

PSHEE looks at areas of emotional change as well as at choice and responsibility. Content has been selected with regard to what is appropriate to each age group and includes:

- Family and friendship
- Puberty
- Healthy and unhealthy relationships
- Consent
- Exploitation
- Sexting
- Pornography
- Peer/society pressure for sex
- Contraception and responsibility
- STD's including HIV and AIDs
- Abortion
- Sexual Orientation and different forms of identity
- Education for parenthood

Sex and Relationships Education is set within the context of lasting serious relationships and the importance of family life which most students will interpret as consisting of a mother and a father but recognising that many of our students are from other sorts of families.

The School strives to promote certain morals and values:

- to help students cope with the physical and emotional challenge of growing up.
- to prepare students for the responsibilities and experience of adult life.
- to make students aware of the broader emotional and ethical dimensions of sexual attitudes against the background of moral considerations and the value of family life.

## Withdrawal from Sex and Relationships Education

Parents have the right under the Education Act to withdraw their children from part or all of Sex and Relationships Education. This does not include the statutory units taught in Science. It is always regretted when parents uphold this right and we are pleased that the Government is proposing, within the new Citizenship specifications, to make an education resource pack available for parents who want to provide sex education within their own family.

Parents who want to withdraw their children should contact the PSHEE Co-ordinator to discuss their concerns and to look at ways the School can support the family in this area.

## Sex and Relationships Education Delivery

Sex and Relationship Education is part of a planned, cohesive, and coherent Health Education Programme, delivered in all years from Year 7 to Year 11. Students will receive SRE through PSHE lessons, some aspects will also be addressed in other curricular areas and year group workshop or assemblies.

Curricular links with Sex and Relationship Education:

#### Science

The following is covered within the compulsory Science syllabus:

- 1. Biological reproduction.
- 2. Inherited differences, chromosomes, genes.
- 3. The growth and development of the foetus.
- 4. Hormonal control, sex hormones.

## Statutory Religious Education - KS4

The following is covered within the statutory RE syllabus:

- 1. Sex, marriage, and divorce.
- 2. Families and gender equality.
- 3. Origins and value of human life abortion.

#### **Organisation of Teaching and Learning**

Methodology will be varied including DVD, discussion and debate, role play, worksheets, theatre in education and problem solving.

## **Confidentiality**

Effective Sex and Relationships Education should enable and encourage young people to talk openly and honestly. The teacher should ensure that students are made aware that if they receive information or believe that there is a child protection issue to be addressed, they will refer the case to the Designated Safeguarding Lead (DSL). Students should understand confidentiality cannot be kept. Training around confidentiality will be provided to all teachers.

## **Sensitive or Controversial Topics**

During sex and relationship education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer students' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play.

- 1. Teachers should establish a set of ground rules so that young people are aware of parameters.
- 2. Discussions should be informative, at the same time trying to avoid the development of bias and prejudice.
- 3. Any concerns about sexual abuse MUST be followed up under the School's Safeguarding and Child Protection procedures.

## Safeguarding and Child Protection

Disclosure on matters relating to child sexual abuse are dealt with in the School's Safeguarding and Child Protection Policy.

## **Equal Opportunities**

SRE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the School's Behaviour policy.

## **Organisation and Training**

In line with the School's Staff Development policy, all staff will be regularly informed of current educational changes. Where and when appropriate, staff involved in the delivery of sex education will have access to training. Appropriate use will be made of Medical staff, the School Counsellors and outside agencies including Health Promotion Unit, Sexual Health Clinic Nurse, Metro Charity etc. Any visitors used to help in the delivery of the Sex and Relationships Education Programme will be clear about the boundaries of their input, relevant School policies and their work will be planned and agreed prior to delivery.

## Relationships and sex education: Key stages 3 and 4

#### KS3 R8: KS3 R9: different types of relationships, including those the nature and importance of marriage, within families, friendships, romantic or intimate civil partnerships and other stable, longrelationships and the factors that can affect these term relationships for family life and (including age, gender, power and interests) bringing up children that there are different types of committed, stable relationships. how these relationships might contribute to human happiness and their importance for bringing up children KS4 R3: what marriage is\*, including its legal status e.g. that marriage carries legal rights and protections not available to couples who are that living together, cohabiting or who have married, for example, in an unregistered marriage and civil religious ceremony partnerships are why marriage is an important relationship choice for many couples ways that people and why it must be freely entered into freely and without the characteristics and legal status of other types of long-term coercion. relationships demonstrate their the roles and responsibilities of parents with respect to the raising 4 commitment to of children, including the characteristics of successful parenting each other 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 KS3 R29: KS3 R11: the support services available should they feel, or believe others the roles and responsibilities of parents, feel, they are being abused or in an unhealthy relationship and carers and children in families how to access them KS4 R4: KS4 R7: parenting skills and qualities and their to develop an awareness of exploitation, bullying, harassment central importance to family life (including and control in relationships (including the unique challenges

posed by online abuse and the unacceptability of physical,

emotional, sexual abuse in all types of teenage relationships,

including in group settings such as gangs) and the skills and

strategies to respond appropriately or access support

the implications of young parenthood; to be

able to make informed choices about

parenting including issues around

breastfeeding)

<sup>\*</sup> Footnote from DFE: In the rest of this guidance, references to marriage should be read as marriage and civil partnership.

#### KS3 R1:

the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)

#### KS4 R2:

the characteristics and benefits of positive, strong, supportive, equal relationships

#### KS3 R27:

about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disabilist language and behaviour, the need to challenge it and how to do so

#### KS4 R20:

to understand and respect others' faith and cultural expectations concerning relationships and sexual activity

#### KS3 R28:

to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted

## Topic 2: Respectful relationships including friendships

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

#### KS4 L2:

about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace

#### KS3 L3:

the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities

#### KS3 L7:

to recognise that they have the same rights to opportunities in learning and work as all other people; to recognise and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations

## KS4 L2:

about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace

## KS4 R5:

to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including 'honour' based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk

#### KS4 R7:

to develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support

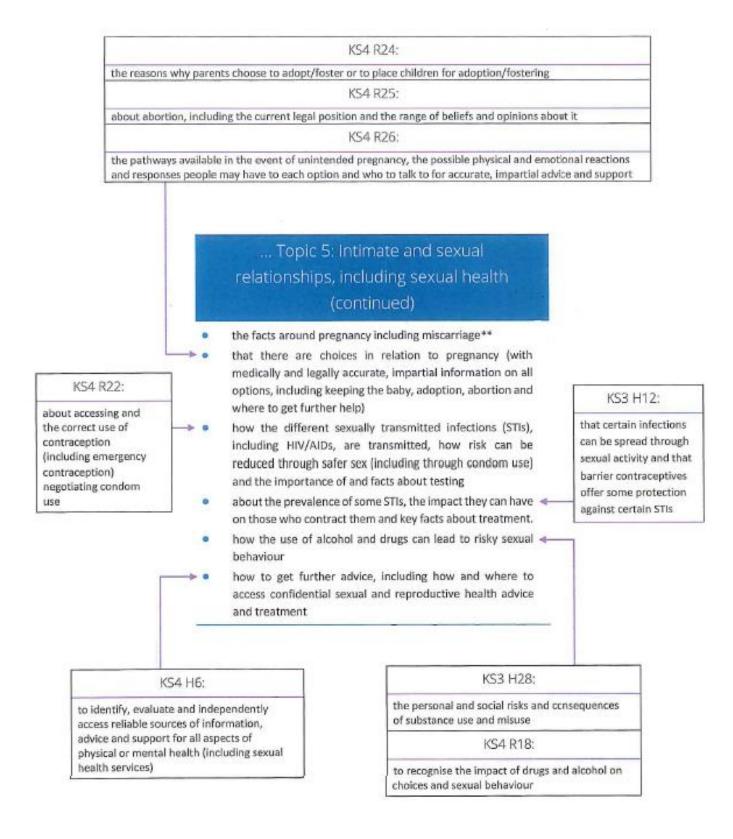
be sure that consent has been given; how to

assertively withhold or withdraw consent

## KS4 R8: KS3 R19: about the concept of consent in relevant, age-appropriate contexts about the law in relation to consent (including building on Key Stage 3 the legal age of consent for sexual activity, the legal definition of consent and the responsibility KS4 R3: in law for the seeker of consent to ensure that that living together, marriage and civil partnerships are ways that people consent has been given) freely and without coercion, demonstrate their commitment to each other KS4 R5: to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including 'honour' based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk KS4 R9: about the impact of domestic abuse (including sources of help and support) Topic 4: Being Safe 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) KS4 R15: KS3 R20: how to seek consent and to respect others' right how to seek the consent of another person and

to give, not give or withdraw consent to engage

in different degrees of sexual activity



<sup>\*\*</sup> Not covered explicitly, however, this is being reviewed as we update the programme of study

#### **Role of Parents**

Parents can be assured that every effort will be made not to offend moral, cultural and religious values and beliefs.

## **Monitoring and Evaluation**

The following procedures are in place to monitor and evaluate the content of the course:

## 1. Student evaluation

The people best qualified to judge the effectiveness of the Sex Education programme are the students themselves. The PSHEE Co-ordinator makes a point of listening to them in order to gauge their reactions. The PSHEE Co-ordinator will report the need for any modifications to the Principal.

#### 2. Staff evaluation

Science staff will evaluate progress in understanding about relationships. Tutors will try to evaluate progress in maturity. The need for any modifications to the programme will be reported to the Principal.

#### 3. Curriculum Governors' review

Governors will be kept informed of student and staff evaluation by the Principal and will be given the opportunity to visit Sex Education lessons as they wish.

## **Special Mention**

#### 1. Reassurance

Young people can sometimes feel unduly worried, embarrassed, or even scared about sexual matters. At The Duke of York's Royal Military School there will always be an experienced and sensitive adult in whom to confide. These adults will also be available to listen to parents. Students can also use Confide to raise any concerns they may have.

## 2. Protection

Special watch will be kept over any student who is vulnerable in any way, arrangements will be made for counselling where necessary and a suitable risk assessment will be carried out.