



## **Relationship and Sex Education Policy**

This policy is applicable to all pupils, staff, parents and carers of Tulip Academy Spalding.

This school policy will be made available to parents on the school's website and hard copies will be available from the office on request.

### **STATEMENT OF INTENT**

At Tulip Academy Spalding, we understand the importance of educating pupils about relationships, sex and health so that they can make responsible and well-informed decisions in their lives.

The teaching of RSE can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

We have an obligation to provide pupils with high-quality, well-evidenced and age-appropriate teaching of these subjects. This policy outlines how the school's RSE curriculum is organised and delivered, to ensure it meets the needs of all pupils.

The planned provision allows for the healthy social and emotional development of pupils, enabling them to develop their own sense of identity and place in the world. Not only does it involve the acquisition of facts and knowledge (which should be relevant, topical and differentiated for age and learning ability); it involves the development of values that help pupils to build self-esteem and positive attitudes to themselves and others. Enabling pupils to develop skills is also crucial in helping them to interact with other people and make informed life choices.

The school retains the freedom to determine an age appropriate, developmental curriculum which meets the needs of our young people. The curriculum will proactively address issues in a timely way in line with the current evidence on children's physical, emotional and sexual development. It will be in line with pupil need, informed by pupil voice and in response to issues as they arise in school and wider community.

Overall Tulip Academy Spalding aims to:

- Enable young people to understand and respect their bodies, and be able to cope with the change's puberty brings, without fear or confusion
- Help young people develop positive and healthy relationships appropriate to their age and development.
- Encourage students to have a regard for moral considerations, the value of family life, the responsibility of parenthood, to recognise religious and cultural differences.
- Encourage students to consider the importance of self-restraint, dignity and respect for themselves and others.
- Support young people to have positive self-esteem and body image, and to understand the influences and pressures around them.
- Empower them to be safe and safeguarded.
- Teach pupils how to manage emotions and relationships confidently and sensitively.
- Present facts in a balanced and objective way so that students understand that there are different sexual attitudes and behaviour.
- Encourage students to consider their own attitudes and make informed, reasoned and responsible decisions both in school and in later adult life.
- Explore the critical thinking as part of decision making; exploring, considering and understanding moral dilemmas and the consequences of choice making.
- To create an atmosphere where questions and discussions on these matters take place without embarrassment and develop the confidence to communicate and reflect on their feelings on relationships and sex.
- Foster recognition that both sexes should behave responsibly in sexual matters.
- To encourage pupils to seek information and advice when they need help and where or who they can go to for this.
- Make students aware of what is and is not lawful.

### **WHAT IS RELATIONSHIPS AND SEX EDUCATION?**

Relationships and Sex Education is part of the broad and balanced curriculum and entails learning about the processes of physical; emotional and moral development. Within it, the advantages of being within a stable, loving relationships (including marriage) are discussed, as are the need for love, respect and care. Discussions about sexuality, meaning sexual activity and sexual orientation, are discussed at a level which pupils will be able to access – respect for difference and diversity is encouraged, as are tolerance, understanding and self-esteem. Matters regarding sexual health and pregnancy are also taught.

The Relationships and Sex Education curriculum will be made relevant by being informed by current national and local data. Teachers of Relationships and Sex Education will be advised through Continual Professional Development.

Relationships and Sex Education at the Tulip Academy Spalding has three main elements:

## 1. Attitude and Values

Learning of and reflecting on the importance of values and individual conscience and moral considerations

Learning the value of marriage, family life and stable, loving relationships in nurturing children

Developing thinking skills in order to make moral decisions and link action and consequences

Learning the value of respect, love and care.

Exploring, considering and understanding moral dilemmas

## 2. Knowledge and Understanding

Learning about and understanding the processes of physical development at appropriate stages

Understanding human sexuality, the process of reproduction, sexual health, emotions and relationships

Learning about contraception and the range of local and national sexual health advice, contraception and support services

Learning the reasons for, and advantages of delaying sexual activity and the avoidance of unplanned pregnancy

## 3. Personal and Social Skill

Learning how to manage our variable human emotions

Learning how to build self-esteem and assertiveness skills

Learning how to make and develop relationships in different contexts and what is/is not appropriate behaviour in those different contexts

Learning how to empathise with others and respect the rights and feelings of other people

Learning how to understand the concept of diversity without prejudice

Learning how to make informed choices and appreciate the consequences of choices made.

Learning their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.

Learning what constitutes sexual harassment and violence and why these are always unacceptable.

Learning about 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.

The objective of Relationships and Sex Education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

## **THE ORGANISATION AND PLANNING OF RELATIONSHIPS AND SEX EDUCATION**

Through effective organisation and delivery of the RSE, the school will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

RSE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

### **Semi-Formal Curriculum Pathway**

The curriculum will be delivered by class teachers throughout the academic year with each term focusing on a particular element of Relationships, Sex and/or Health Education. The curriculum will be taught in a clear, empathetic manner using appropriate resources and lesson activities. All staff will adhere to the policy and statutory guidance. Outside agencies will work collaboratively with parents, staff and pupils where necessary to support with the teaching of sensitive issues or to signpost where advice, services and information can be found.

<b>RSE</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Families</b>	<b>Relationships</b>	<b>Body awareness</b>	<b>Growing and changing</b>	<b>Grief and loss</b>	<b>People who help us</b>
<b>KS2</b>	Families	Caring relationships	Body parts	Life cycles	Hello and goodbye	People important to me
<b>KS3</b>	Different types of families	Relationships including friendship	Puberty	Public and private	Separation	My school
<b>KS4</b>	Marriage	Healthy & unhealthy relationships	Personal care	Reproduction	Coping with loss	My community
<b>Post 16</b>	Looking after children	Intimate relationships	Sexual health	Pregnancy & birth	Beliefs about death	Services

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## Formal Pathway

The curriculum will be delivered by class teachers throughout the academic year. The curriculum offer is combined and delivered alongside the PSHE curriculum for pupil in the lower and middle phase of the school. As pupils transition into the upper school curriculum expectations for PSHE and RSE are taught as two separate lessons. The curriculum will be taught in a clear, empathetic manner using appropriate resources and lesson activities. All staff will adhere to the policy and statutory guidance. Outside agencies will work collaboratively with parents, staff and pupils where necessary to support with the teaching of sensitive issues or to signpost where advice, services and information can be found.

### Secondary Lower

<b>Cycle A</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
	<b>Emotions and Mental Wellbeing</b>	<b>Physical Health</b>	<b>Communities</b>	<b>Digital Literacy</b>	<b>Everybody is Different (Diversity)</b>	<b>Everybody is Different (Discrimination)</b>
<b>Cycle B</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
	<b>Staying Healthy</b>	<b>Growing and Changing</b>	<b>Substances</b>	<b>Shared Responsibilities</b>	<b>Friendships and Staying Safe</b>	<b>Respect and Bullying</b>

### Secondary Middle

<b>Cycle A</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
	<b>Healthy Lifestyles 113296</b>	<b>Social Education: Alcohol, Drugs and Smoking 110514</b>	<b>Emotional and Mental Wellbeing</b>		<b>Health and Safety</b>	
			<b>Mental Wellbeing (Unit 1): Awareness 112752</b>	<b>Emotional Wellbeing: The Five Ways of Wellbeing 105194</b>	<b>Safety in the Home 108739</b>	<b>Internet and Social Media Safety 112243</b>
<b>Cycle B</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
	<b>Health Matters:</b>	<b>Moving Forward</b>	<b>Respectful Relationships</b>		<b>First Aid Awareness</b>	

	<b>Physical Activity and Exercise</b> 112730	<b>(Unit 3): Sexual Health</b> 115612	Friendship 76498	Managing Relationships 70699	<b>110863</b>
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Secondary Upper PSHE

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Dealing with Problems in Daily Life</b>		<b>Making the Most of Leisure Time</b>		<b>Making the Most of Leisure Time</b>	
<b>Living Independently: Problem Solving</b> 11310s2	<b>Supporting Mental Health and Emotional Wellbeing</b>	<b>Personal Safety When in the Local Community</b> 110130	<b>Planning a Journey Using Different Forms of Transport</b> 105324	<b>Making the Most of Leisure Time</b> 79349	

Secondary Upper RSE

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Respectful Relationships</b>	<b>Sexual Relationships &amp; the Stages of Pregnancy</b>	<b>Pregnancy and Sexual Health</b>	<b>Contraception and Online Relationships</b>	<b>Pornography, Harmful Content, Sexual Abuse and Offensive Acts</b>	

The school will ensure it delivers teaching on sensitive topics, e.g. the body, in a way that is appropriate and sensitive to the various needs of the school community, e.g. cultural background. All teaching and resources will be assessed by the RSE subject leader to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any pupils with SEND, if applicable.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

For those individuals who may be more vulnerable (through, for instance, being on the Child Protection Register), individual counselling and support will be offered within school and, if necessary, specialist agencies contacted for their support outside school. Parents and Carers will be notified at the start of any planned Relationships and Sex Education provision or if/whenever any issues arise.

Teachers will focus heavily on the importance of healthy relationships, including marriage, when teaching RSE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

### **ASSESSMENT AND REPORTING ON LEARNING**

In Relationships and Sex Education lessons, teachers will assess progress both formatively (with comments made on student work for instance) and summatively (by way of a quiz type assessment of student learning at the end of a topic for instance). Progress and attainment within this subject will be recorded through the schools current assessment protocols; Personal Development Stages and personalised EHCP outcomes where appropriate for the individual.

Teachers may wish to make additional formal assessments by picking key learning objectives for selected lessons and evaluate learning against them. It is not just acquired facts that will be assessed, students' progress in attaining new skills and reflecting on values will also be monitored.

## **WHAT IS EFFECTIVE RELATIONSHIPS AND SEX EDUCATION?**

Effective Relationships and Sex Education does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills, which are particularly important today because of the many different and conflicting pressures on young people.

Effective Relationships and Sex Education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE, which lies at the heart of our policy to raise standards and expectations for all students.

Relationships and Sex Education is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health. At Tulip Academy Spalding it is recognised that some pupils may go through puberty at an earlier age and therefore appropriate intervention sessions will be put in place for individuals in these cases. It does not promote early sexual activity or any particular sexual orientation.

## **CONFIDENTIALITY AND CHILD PROTECTION**

Should any topic be raised by a student that is not part of the lesson, the member of teaching staff will discuss this with the student outside of the lesson time.

If there are any concerns for the student safety, the safeguarding team will be informed immediately, and other organisations contacted if it was felt necessary.

## **PARENTS'/CARERS' RIGHT TO WITHDRAWAL**

The school will always recognise that parents have the right to have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

Requests to withdraw a child from sex education will be made **in writing** to the headteacher.

Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The



headteacher will inform parents of the benefits of their child receiving sex education and any detrimental effects that withdrawal might have. All discussions with parents will be documented.

### **SUPPORTING PUPILS WHO ARE IN RELATIONSHIPS**

At the Tulip Academy Spalding, we understand that many of our pupils will develop feelings for a peer inside or outside of school. Understanding that exploring such relationships is a normal part of a child's development we intend to work effectively with pupils, parents and carers to ensure these relationships are positive and consensual. To safeguard all pupils, staff members will ensure those pupils in a relationship act in an appropriate way around the school. If at any point a pupil, in such a relationship, displays behaviours which are a cause for concern a designated safeguarding lead will be informed and parent and/or carers will be contacted.

### **MONITORING AND EVALUATION**

This Policy will be monitored by the Head Teacher, Curriculum Co-Ordinator and the Governing Body and will next reviewed annually.