

Dawlish College

Sex and Relationships Education Policy

Rationale and Ethos

This policy covers our school's approach to the teaching of sex and relationships education (SRE). It was produced through consultation with parents, students, local service providers and governors.

Dawlish College Curriculum Intent

Our rich curriculum inspires students to succeed through a learning journey that provides knowledge, skills and opportunities for them to be responsible global citizens with positive life chances.

- Our students will believe in their ability to succeed, becoming confident and resilient learners
- They will engage with their community, be literate, numerate and have a lifelong love of learning
- They will know what challenge and success feels like for them as an individual
- Our teachers will, regardless of student ability, age or background, develop curiosity and critical thinking, foster aspiration and have a belief in success for all students

At Dawlish College we believe that our high quality Sex and Relationships Education will stay with our students for life. SRE is not about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice. SRE is about providing students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. We believe in empowering our students to understand their bodies, to reflect on their relationship values and to be able to openly discuss sex and relationships. We believe that this approach will reduce the risk of unhealthy and abusive relationships.

At Dawlish College our SRE program will:

- Be age appropriate and differentiated to the needs of ALL students
- Present information in an objective, balanced and sensitive manner
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse
- Be fully inclusive of all genders, sexual orientations and all types of families (LGBT inclusive)
- Develop a clear understanding of the importance of consent; how to give, withdraw, ask for and recognise consent
- Reinforce the importance of loving relationships, rooted in mutual respect
- Explore the skills needed for effective parenting and how to assess one's readiness to be a parent
- Represent all types of families and to explore the different methods for starting a family
- Ensure that BAME, LGBT and people with disabilities are positively represented in our curriculum
- Ensure students can identify the qualities of healthy and unhealthy relationships
- Allow students to examine the physical and emotional implications of sexual behaviour and to explore the arguments for delaying sexual activity

- Make students aware how and where to seek help if they are in an unhealthy or abusive relationship
- Prepare students for the journey from adolescence to adulthood
- Provide students with a safe environment to learn about sexual orientation and gender identity, reinforcing the importance of mutual respect and tackling LGBT misconceptions, homophobia, transphobia, bi-phobia and gender stereotypes
- Ensure that students have a clear understanding of sexual and reproductive biology, including knowledge of HIV and other sexually transmitted diseases
- Ensure students understand the different risks associated with various types of sexual activity and understand how to engage in safe sexual activity by exploring a range of contraception
- Place paramount importance on online safety and the risks of using social media and the internet for sexual purposes
- Develop students' understanding of the dangers of pornographic material

Legislation (statutory regulations and guidance)

From September 2020 the guidance document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers' will become statutory. This document clearly sets out the curriculum content that secondary schools must deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Sex and Relationships Education (SRE) and Health Education.

The Sex and Relationships Education Policy supports/complements the following policies:

Safeguarding Policy

Anti-Bullying Policy

PSHE Policy

Mental health and Well-being Policy

Documents that inform the school's SRE policy include:

Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020)
Education Act (1996)

Learning and Skills Act (2000)

Education and Inspections Act (2006)

Equality Act (2010),

Supplementary Guidance SRE for the 21st century (2014)

Keeping children safe in education – statutory safeguarding guidance (2019)

Children and Social Work Act (2017)

Safe and Effective Practice

We will ensure a safe learning environment, with special emphasis on respect and listening. Distancing techniques such as case studies and examples, are used to limit the distress that may be caused to students who are personally affected by the topics covered.

During the RSE drop down sessions students will, at times be permitted to move into gender based groupings in order to feel comfortable when discussing sensitive topics.

Students' questions will be answered by teachers in a sensitive and honest manner, where the teacher feels unable to answer the question they will refer the student to the safeguarding team or to student support.

During Sex and Relationships Education sessions (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.

Students in Years 7 to 10 will take part in a launch drop down session, where the focus for the summer term is introduced by a key member of staff. This work will be continued during tutor time, three days a week, with specifically sequenced assemblies led by the Leadership Team. The bulk of the SRE curriculum will be covered across the whole of the summer term for Years 7 to 10.

All staff covering SRE with students will be supported by the safeguarding lead.

Safeguarding

Teachers are aware that effective SRE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

Teachers will consult with the Designated Safeguarding Lead (DSL) (Kate Bukowski) and in her absence the deputy (Tiffany Chambers)

Visitors/external agencies which support the delivery of SRE will be required to sign in, have an up to date DBS, not be left alone with students and report any disclosures to the DSL.

Engaging stakeholders

Parents are informed about the policy through the college email updates and the parent forum. The policy will be available to parents through the school website. We are committed to working with parents and carers by taking feedback on this policy. We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through the school website.

We will notify parents and carers when Sex and Relationships Education will be taught to year groups as a drop down session, sending communication to the parents and carers of all students concerned.

Right to withdraw your child

Parents and carers do not have the right to withdraw from Health Education or the Relationships Education element of Sex and Relationships Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

If parents and carers do not want their child to take part in some or all of the sex education lessons they can ask that they are withdrawn. The Headteacher will consider this request and discuss it with the parents and carers, and will grant this in all but exceptional circumstances, up until three school terms before the student turns 16. At this age, the child can choose to receive sex education if they would like to.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Tutor sessions RSE focus

| Year 7 Units | Year 8 Units | Year 9 Units | Year 10 Units |
|---|---------------------------------------|---|--|
| What makes a good friend? | What are relationships? | What is a healthy relationship? | What is identity and sexuality? |
| How can other people affect me? | How should I deal with relationships? | How does social media affect relationships? | How are relationships in Adulthood different? How is a family made? |
| How and where can help and advice be found? | | | |

Drop down launch sessions SRE focusYear 7:

- Physical changes and puberty, key facts about puberty, the changing adolescent body and menstrual wellbeing.
- The main changes which take place in males and females, and the implications for emotional and physical health.

Year 8:

- Conception, definitions of sex, body image and pressure.
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
- The facts around pregnancy including miscarriage.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others

Year 9:

- Contraception, sexually transmitted infections and consent, the facts about the full range of contraceptive choices, efficacy and options available
- 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
- That they have a choice to delay sex or to enjoy intimacy without sex
- 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

Year 10:

- Consent and pornography
- The concepts of, and laws relating to, sexual consent, 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)
- 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 to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

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