



Iffley Academy Relationship and Sex Education Policy

Written

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Date of review: We are currently consulting with key stakeholders to review his policy in the Academic year 2020/21

SLT Lead

Yvette Fay

Signed: Head Teacher

Chair of Trustees



Relationship and Sex Education

The Iffley Academy is committed to providing high quality Relationship and Sex Education (RSE) and guidance as an integral part of the Personal, Social and Health Education curriculum for all students in Year 6 -13. It will seek to ensure that the provision is appropriate to the age, ability, and the special educational need of the individual students and is underpinned by equality of opportunity and latest research recommendation, including the Equality Act 2010, and the DfE Relationship and Sex Education statutory guidance, 2020.

RSE is part of the curriculum for modern life and should provide young people with both the knowledge and skills to manage their lives, stay safe, make the right decisions and thrive as individuals and members of society. The RSE provision and programme of study at The Iffley Academy will aim to provide young people with opportunities to develop skills and qualities such as resilience, communication, empathy and perseverance. We know that these are key skills, which our students require to lead successful safe and healthy lives.

We will provide high quality RSE teaching across The Iffley Academy as this is essential in keeping our students safe and healthy, inside and outside of school. Young people today face unprecedented pressures posed by modern technology so our quality RSE programme will provide them with the information they need to stay safe and build resilience against potential risks. We know that good RSE supports young people to make informed choices.

We embrace many different cultures, religions and social backgrounds and all needs will be acknowledged and understood in the delivery of this subject. RSE and guidance is the responsibility of all staff within the school. We aim to help our students enhance their self-esteem and awareness so that they can make appropriate choices and transitions, which maximise their potential and enable them to gain satisfaction from their adult lives.

Relationship and Sex Education is an educational entitlement for all children and young people. It is lifelong learning about physical, moral and emotional development and sex, sexuality and sexual health.

We fully support and embrace the recommendations that RSE is approached in partnership with families and understand that for our students to make the most of understanding this aspect of their lives and society, that communication and sharing of knowledge between school and families is key. It is important to aid families in being able to support their child through puberty and understanding of different types of relationships

Our policy is:

- It is everyone's right to have relevant knowledge of their sexuality regardless of whether or not they have special educational needs.
- To confront the many myths and misconceptions passed on regarding the sexuality (or supposed lack of it) of people with a learning disability.
- Sex education will be co-ordinated by each child's class teacher who will normally be assisted by classroom support staff and/or the specialist staff. Arrangements are flexible so that this area of the curriculum can be delivered sensitively e.g. mixed groups; male staff teaching boys; female staff teaching girls; group dynamics etc. Although, it is to be noted that in TIA research (2016-2017) students identified a preference to being taught in mixed groups, a preference which is supported by the Equality Act.
- We do not feel it is appropriate to artificially divide our sex education syllabus into the primary and secondary stage of the school. Pupils will have access to the curriculum at the level appropriate to their age, maturity and understanding.
- Inline with DfE statutory guidance, parents and guardians have the right to request their child be withdrawn from some or all of the sex education elements delivered as RSE, and that there is no right to withdraw from the RSE curriculum as a whole. In the event of a request to withdraw, class teachers or a member of the Senior Leadership Team will make contact to discuss content and any detrimental effects that withdrawal might have on the child. It is of note that parents have the right to withdraw up to three terms before the child turns 16. After this point, if the child wishes to receive sex education rather than be withdrawn, the school will provide sex education during those terms. It is not permitted for class teachers or members of the SLT to excuse children from any sex education delivered as part of the Science curriculum.

We must accept that for some pupils with very limited cognitive skills it may only be possible to teach sex education on a behavioural level, discouraging unacceptable sexual behaviour without detailed explanation of why this is being discouraged. However, even in these extreme cases, it is hoped that as a pupil's cognition develops, it may be possible to introduce him or her to the early stages of the RSE Programme and provide relevant sex education. Apart from explicit teaching of sex education we fully recognise that implicit teaching throughout the curriculum is also very important, by identifying Core Themes and British Values within the Scheme of Work. (See attachment)

Many of our students may require individual support and teaching in RSE and in these cases this work will be directly linked to their individual targets from their Termly Outcome Plans linked to their Education, Health and Care Plans. Methods to deliver this individual support may draw from the pastoral team, class staff, Gallery support, targeted time and interventions.

Summary of Programme Content

	Tate	Louvre	Guggenheim	MCA
Physical and mental health	Y1 T3, RSE, Mental Health Y2 T2, RSE, Mental wellbeing and Mindfulness Y1T6, Communication, the unthinkableables	Y2T4, Communication, Self-Identity Y2T5, Communication, P4C	Y1 T1 Communication RESTORE Y2 T2 PSHE Health and wellbeing	Y2,T4 PSHCE, Health and Wellbeing. Y1, T6 RSE. Y2, T5 - T6 BTEC sport How exercise affects body and mind.
Knowing your body	Y1T6, RSE, Understanding Our Bodies Y2T5, RSE, Sex and Identity	Y1T6, RSE, Relations Y2T6, RSE, Relations	Y1 T5&6 RSE Body Development and health Y2 T2 PSHE Health and wellbeing	Y2,T4 PSHCE, Health and Wellbeing. Y2, T6 RSE
Marriage	Y1T5, RSE, Keeping Healthy Relationship	Y1T6, SRE, Relations Y2T6, SRE, Relations	Y2 T5&6 RSE Relationships	Y2,T5 Independence, Relationships
Forced Marriage		Y1T6, SRE, Relations Y2T6, SRE, Relations	Y2 T5&6 RSE Relationships	Y2,T5 Independence, Relationships
Consent, including age of consent	Y1T6, RSE, Understanding Our Bodies Y2T5, RSE, Sex	Y1T6, SRE, Relations Y2T6, SRE, Relations	Y2 T5&6 RSE Relationships Y1 T2 RSE Online	Y1, T6. RSE Y2, T6 RSE

	and Identity		relationships and sexting	
Violence against others based on gender and identity		Y1T2, RSE, Equality Y2T4, Communication, Self Identity	Y1 T2 Humanities Contentious Issues	Y1,T2 PSHCE, Living in the wider world.
Online behaviours, and the laws around this (sexting, youth-produced sexual imagery, nudes, social media etc)	Y1 T1, Computing, Safety	Y1 T1, Computing, Safety	Y1 T2 RSE Online relationships and sexting	Y1, T4 PSHCE Relationships
Pornography	Y1 T1, Computing, Safety	Y1 T1, Computing, Safety	Y1 T2 RSE Online relationships and sexting	Y1, T4 PSHCE Relationships
Abortion			Y1 T5&6 PSD Parenting Yr 2 Humanities Contentious Issues	Y1, T6 RSE.
Sexuality		Y1T2, RSE, Equality Y1T6, SRE, Relations Y2T6, SRE, Relations Y2T4, Communication, Self Identity	Y2 T5&6 RSE Relationships	Y2,T6 PSHCE, RSE
Gender identity and growing up, understanding emotional and	Y1T1, RE, Diversity Y1T5, RSE,	Y1T2, RSE, Equality Y1T6,	Y1 T5&6 RSE Body Development and health	Y1,T2 PSHCE, Living in the wider world.

physical changes	Keeping Healthy Relationship Y1T6, RSE, Understanding Our Bodies	Communication, Relationships Y1T6, SRE, Relations Y2T4, Communication, Self Identity Y2T6, SRE, Relations	Y2 T5&6 RSE Relationships	
How babies are made and cared for, including birth and lifelong commitments.	Y1T6, RSE, Understanding Our Bodies	Y1T6, SRE, Relations Y2T6, SRE, Relations	Y1 T5&6 RSE Body Development and health Y1 T5&6 PSD Parenting	Y2,T6 PSHCE, RSE
Substance misuse			Y1 T2 Humanities Contentious Issues	Y1,T6 RSE
Violence and exploitation by gangs (CDE CSE)		Y1T4, Communication, Crime and punishment	Y1 T2 Humanities Contentious Issues	Y2,T2 Independence (3xlessons)
extremism/radicalisation		Y1T4, Communication, Crime and punishment	Y2 T3 Humanities Contentious Issues	Y2,T2 Independence (3xlessons)
Hate crime		Y1T4, Communication, Crime and punishment	Y2 T3 Humanities Contentious Issues	Y2,T2 Independence (3xlessons) Y1,T2 PSHCE, Living in the wider world.
Female genital mutilation (FGM)		Y1T4, Communication, Crime and	Yr2 T3 Humanities Contentious	Y1, T6 RSE.

		punishment	Issues	
Peer on Peer abuse		Y1T4, Communication, Crime and punishment	Y1 T2 RSE Online relationships and sexting	Y1, T4 PSHCE Relationships
Adulthood and family life, the values of family life and promoting the benefits of family life; recognising the impact and responsibilities of parenthood.	Y1T5, RSE, Keeping Healthy Relationship	Y1T2, RSE, Equality Y1T6, Communication, Relationships	Y2 T5&6 RSE RelationshipsY1 T5&6 PSD Parenting	Y2,T5 Independence, Relationships
The importance of sexual health and protection, including an awareness of sexually transmitted infections (STI's) including HIV and AIDS.		Y1T6, SRE, Relations Y2T6, SRE, Relations	Yr 1 Science Paper 2: Biology 1B – Health, disease and the development of medicines Y1 T5&6 RSE Body Development and health	Y2,T6 PSHCE, RSE
Legal implications around harmful behaviours, including, but not limited to, sexual behaviour, social behaviour and healthy behaviours in a range of different relationships.	Y1 T5, RSE, Healthy Relationships	Y1T4, Communication, Crime and punishment Y2T1, RSE, Morality and Ethics	Y1 T2 RSE Online relationships and sexting	Y2,T6 PSHCE, RSE Y1, T5 Communication, Relationships

Aims and objectives

- To understand and manage changing relationships and recognise where and who to go to for

advice and support

- Encourage self awareness and awareness of others' persona, social, and sexual, preference in relationships
- Understand and recognise both physical and emotional changes that take place during adolescence
- To raise confidence, self esteem and empower young people to develop informed positive choices, develop good interpersonal skills and skills of assertiveness in order to negate peer pressure and stereotyping
- Be able to recognise the risk of personal safety in sexual behaviour and how to make safe decisions
- To build up knowledge and understanding to help inform personal choices around sexual activity.
- To understand the various forms of contraception available and where it can be accessed
- Information on local and national contraception and sexual health services
- To avoid unplanned pregnancy
- Recognise the value of community, the need for commitment, trust and love in a meaningful relationship or marriage.

Delivery and Implementation

The implementation of this policy is the responsibility of the Senior Leadership Team along with all teaching staff, together with outside agencies and partners.

The Sex and Relationship Curriculum will be delivered in a variety of ways, including sessions delivered by specialist professionals; lessons delivered by the class team, 1:1 sessions with pastoral support staff, small group discussions, visits and the use of on-line resources and interactive resources. A variety of teaching methods and materials will be used. All class teachers will be involved in providing guidance for their pupils on SRE and will ensure that the delivery and content of the programme is suitable and appropriate for their SEN. All staff at the academy have a responsibility to make appropriate contributions to the wider PSHE curriculum through their roles as tutors, subject specialists and specialist support staff to fulfil the aims of the whole school policy.

As a result of the schools consultation work with students during 2016-17 regarding their wishes from the RSE curriculum and how it is to be delivered, the following points have been agreed:

- Each class teacher will create a system which meets the needs of the class, allowing them to ask questions (such as emails, question box,
- Teachers will dynamically review the topics covered during RSE to provide a meaningful



coverage of current and relevant affairs.

A letter will be sent to parents before the Sex Education element begins, and it will provide core information about what will be covered each week, to support parents in re-enforcing specific learning at home and to help prepare any questions students may have.

Tate and Louvre

In Tate and Louvre galleries, students will have the opportunity to explore topics of interest and relevance to them, by completing a survey at the beginning of the year. Topics are reviewed each year, and plans are made by the Gallery teachers in response to the survey. Schemes of Work will reflect the programme content and the aims and objectives outlined in the RSE statutory guidance.

Guggenheim

In Guggenheim, students receive both implicit and explicit teaching of RSE. Explicit teaching is delivered in PSHE and the Skills for Life curriculum (Computing, Communication and Personal & Social Development). This works on a two-year rolling programme of study. Year 1: Communication - Solving conflict in different relationships; PSD - Healthy Living; and Computing - Images and on-line safety. Year 2: Communication - Exploring a Personal Relationship; PSD - Parenting Awareness; and Computing - Safeguarding your Emotional and Mental Wellbeing on-line. PSD links to external accreditation. In PSHE, Term 6 includes a module on reproduction and contraception.

MCA

Within the MCA students receive both implicit and explicit teaching of RSE. Explicit teaching is delivered in PSHCE and opportunities within the Independence, communication, ICT curriculum and some BTEC and NOCN modulars.

Year 1

PSHCE; living in the wider world, relationships, health and wellbeing: keeping yourself safe and the law.

Communication; solving problems in relationships.

Independence; where to go for advice related to relationships.

BTEC; Finding out about Public Services.

NOCN; Understanding rights and responsibilities, Living in a diverse society and Building confidence and self-esteem.

Year 2

PSHCE; growth mind-set, health and wellbeing: personal safety, health and wellbeing: keeping yourself safe and safe sexual relationships.



Communication; communication skills for coping with relationship challenges,
Independence; appropriate and inappropriate behaviours,
BTEC; How exercise affects the body, Contributing to your community.
NOCN; Accessing health services

Many opportunities are given for students to experience practical aspects of RSE, such as building relationships, confidence and self awareness through work experience, visits and visitors.

Working in partnership with parents

Within the Gallery Trust there are members of the Therapeutic Support team who are trained to run the Family Planning Association Speakeasy Course. The aim of these courses are to support parents in being confident and able to talk to their children about sex and relationships. These courses will be delivered within the Gallery Trust and parents within the trust schools will be invited to attend.

Equal opportunities

RSE will be delivered to all students within their classes. At times however, certain subjects may be delivered in needs-based groups.

In correspondence with the relevant requirements of the Equality Act 2010, students are taught with consideration of Protected Characteristics, which forbid unlawful discrimination against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, gender alignment and sexual orientation.

The Iffley Academy actively encourages a culture of acceptance, and places students at the centre of the RSE curriculum. The Iffley Academy is a community of acceptance, and strives to educate students in issues such as everyday sexism, misogyny, homophobia and gender stereotypes to encourage an environment of awareness.

Teaching students about Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ+) relationships and identities is fully integrated into the curriculum, as outlined in the Equality Act 2010 and the Statutory RSE guidance, 2020.

Evaluation

The effectiveness of Relationship and Sex guidance will be evaluated on a regular basis. The feedback we receive from students and parents/ carers is a key consideration in planning for the future.

Links

When writing this policy the following advice and guidance has been considered:

- Relationship and Sex Education Guidance: DfEE 0116/2020
- Equality Act, 2010
- www.pshe-association.org.uk
- Special educational needs and disability code of practice: 0 to 25 years
- VFP Media: Visibility Matters.