



South Lakes Academy

Relationships and Sex Education Policy

Approved by	
Name:	Tunde Christie
Position:	Head of Centre
Signed:	<i>Tunde Christie</i>
Date:	4 th July 2024
Review date:	July 2025

At South Lakes Academy we will provide a safe, supportive learning environment with opportunities for each student to develop the skills and knowledge to become a responsible, successful citizen.

We believe that:

- Students are unique in their needs, though processes, learning styles and will be motivated in different ways.
- Parental support and involvement is necessary to motivate students for optimum success in education.
- It is essential for each educator to demonstrate genuine concern and care for each student to learn.
- Self-esteem and self-respect are critical for fulfilling life.
- Students are entitled to a socially, emotionally, physically safe learning environment.
- After given opportunities, everyone is accountable for their own success.

We at South Lakes Academy, are firmly committed to promoting and respecting our students' rights as expressed in the United Nations Convention on the Rights of the Child. The rights which apply to this policy are:

Right 2. Non-discrimination. No child should be treated unfairly on any basis.

Right 3. The best interests of the child must be a top priority in all things that affect children.

Right 4. Protection of Rights

Right 5. Parental Guidance

Right 12: Respect for the views of the child

Right 16: Every child has the right to privacy. The law should protect the child's private, family and home life.

Right 34: Sexual Exploitation

This policy has been written considering the needs and wishes of all the young people within their school, their parents and their careers. It recognises that all children need to know certain aspects of the subject matter to understand about themselves and how they fit into the world around them. It recognises that due to the sensitive nature of the content of the subject that children will be taught at a time in their life which is relevant to their age and development.

Parents' Right to Withdraw Their Children from Sex and Relationships Education

Parents have the right to withdraw their children from some or all of sex education delivered as part of Statutory RSE up to and until three terms before the child turns 16. Students are legally obligated to attend lesson delivered as part of the Science Curriculum.

If a parent wishes to withdraw a child, they are asked to discuss it with the Head teacher. Parents are not obliged to concur, but staff would like an opportunity to make it clear to them that if students who are withdrawn from sex education lessons ask questions at other times, these questions will be answered honestly by staff, unless they are asked specifically not to. We will document this process to ensure a record is kept.

Aims and Objectives for Relationships and Sex Education

The aim of Relationships and Sex Education (RSE) is to provide children with age-appropriate information, explore attitudes and values to develop skills to empower them to make positive decisions about their health-related behaviour.

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help pupils develop relevant skills (in language, decision making, assertiveness) and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier, safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

This course aims to deliver comprehensive sexuality education as outlined below. This allows for multiple cross-curricular links to Spiritual, Moral, Social and Cultural (SMSC) studies, which should enable students to deepen their knowledge of the law, rights and responsibilities and how we live together in society.

This course runs in accordance with the Government guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers'

The delivery of this content will be delivered through the Life-skills sessions provided by Pauline Benson

Course Overview

The content that will be delivered will be:

- Families
- Respectful relationships, including friendships
- Online and media
- Being Safe
- Intimate and sexual relationships, including sexual health
- The law

Families

Pupils should know and understand:

- 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 – for example, 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), how to seek help or advice, including reporting concerns about others, if needed

Respectful Relationships, including Friendships

Pupils should know and understand:

- The characteristics of positive and healthy friendships, in all contexts including online, such as:
 - 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 (for example, 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

Pupils should know and understand:

- 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
- 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, for example 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

Pupils should know and understand:

- 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

Pupils should know and understand:

- 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, for example 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 and menopause
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising 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 and 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

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people, and which ensure young people take responsibility for their actions.

Students should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)