



**Buckinghamshire University Technical College**

**Relationships and Sex Education  
Policy**

Responsible Officer:	SENCO
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Procedure available:	Website/Reception/Learning Centre
Authorised by:	Governing Body

## Relationships and Sex Education Policy

### Purpose

This policy covers our UTC's approach to Relationships and Sex Education. It was produced to communicate to Staff, Governors, Parents/Carers, Visitors and Pupils in the manner in which RSE will be delivered and supported at Bucks UTC, alongside the PSHE Curriculum.

### Our RSE policy aims to ensure students learn about:

- Different types of relationships, including friendships, family relationships, intimate relationships and dealing with strangers.
- How to recognise, understand and build healthy relationships with a focus on respect for self and others, commitment, tolerance, boundaries and consent.
- How to manage conflict and recognize unhealthy relationships.
- How relationships effect health and well-being, including mental health.
- Healthy relationships and safety on-line.
- Factual knowledge around sex, sexual health and sexuality in relationships

These aims fit with the core expectations we promote at the UTC to show respect for all and commit to being the best you can be.

### Compliance

The DfE's policy statement 'Relationships Education: Relationships and Sex Education', is statutory in all schools from September 2020. Bucks UTC, like other secondary provisions, must have regard to the guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996. This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996

Other documents that have informed the UTC's RSE policy include:

- The 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 (2016)
- Children and Social Work Act (2017)
- PSHE/RSE Curriculum Intent Document

### Definition

Sex and Relationship Education is *'lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity'* (DfE, 2016).

## Introduction

Our RSE curriculum is designed to support children and young people growing up in an increasingly complex and digital world. Whilst the internet is an overwhelmingly positive development in our lives, it does present significant challenges, particularly for young people and how they can form healthy relationships. The dominance of social media, the prevalence of cyber-bullying and the risk that children learn about relationships from untrustworthy sources has created a need for good quality RSE to support students to make the right decisions and keep themselves safe and happy.

## Delivery of RSE

RSE is taught within the UTC’s Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. Across Key Stages 4 and 5, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

The UTC will cover the following content as per Relationships Education, Relationships and Sex Education (RSE) and Health Education DfE

<p><b>Families</b></p>	<ul style="list-style-type: none"> <li>• Pupils should know that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• what marriage is, including their legal status e.g. 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.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• 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.</li> </ul>
<p><b>Respectful relationships, including friendship</b></p>	<ul style="list-style-type: none"> <li>• Pupils should know 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.</li> <li>• 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).</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• 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.</li> </ul>
<b>Online and media</b>	<ul style="list-style-type: none"> <li>• Pupils should know their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• 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.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online. the impact of viewing harmful content.</li> <li>• 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.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• Pupils should know • 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.</li> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• 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.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• 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).</li> <li>• 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.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>

Pupils 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/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

## **Roles and Responsibilities**

### **The Governing Body**

They will:

- Approve the RSE policy
- Hold the Principal/SENCO to account for the implementation of RSE at the UTC

### **The Principal / SENCO**

The Principal/SENCO will:

- Ensure that RSE is taught consistently across the UTC
- Manage requests to withdraw pupils from non-statutory components of RSE (all science related components are statutory)

### **Class Teachers**

Class Teachers are responsible for:

- Delivering the RSE curriculum in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring student progress
- Responding to the needs of individual students
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

### **Students**

Students are expected to:

- Engage fully with the RSE Curriculum. If RSE lessons are missed through a lack of punctuality they can catchup by discussing with their Form Tutor.
- Treat others with respect and sensitivity when discussing issues related to RSE.

## **Parent's Right to Withdraw**

Parents' have the right to withdraw their children from the non-statutory components of RSE. Requests for withdrawal should be put in writing and addressed to the Principal/SENCO. A copy of withdrawal requests will be placed in the pupil's educational record. The Principal/SENCO will discuss the request with parents and take appropriate action. Appropriate alternative work will be given to any students who are withdrawn from RSE.

## **Training**

Staff are trained on the delivery of RSE and have regular contact with the RSE Lead, on INSET days and whenever deemed appropriate. The Principal/SENCO will also invite visitors from outside the school, such as School Nurses or Sexual Health Professionals and other related external agencies to provide support and training to staff teaching RSE.

## **Monitoring Arrangements**

The delivery of RSE is monitored by the SENCO through the quality assurance programme of learning walks, lesson observations and student voice. Student's development in RSE is monitored by class teachers but is not formally assessed using the 9-1 grading system used by other subject areas. This policy will be reviewed every year. At every review, the policy will be approved by the governing body.

**RSE** is supported in morning form time sessions and some aspects are covered cross-curricular through other subjects including English, Biology and PE. Ground rules are established at the beginning of sessions in order to provide a safe and supportive environment in which sensitive issues can be delivered and discussed. Lessons have an active approach and can include discussions, debates, role play, presentations and external speakers.