

Relationships and Sex Education Policy

North East Futures UTC has been established to change the education, skills and employment paradigm in our IT and Healthcare Science sectors in the North East. It provides the opportunity for young people from all the communities in this region to benefit from its specialist provision.

The Board of Trustees and all the North East Futures staff are committed to a policy of equality and aim to ensure that all students, employees, job applicants, other member of the school community and visitors are treated fairly and with respect.

We aim to give equal access to the high quality educational opportunities we provide and to ensure that everyone feels that they are a valued member of the school community. We seek to create a safe and happy environment where all our students can flourish and where social and cultural diversity are celebrated.

This Policy will be reviewed annually or in light of any changes in legislation and/or guidance. This policy may also be amended following the annual review with staff where North East Futures UTC's procedures or practices may change following whole staff discussion or training, to ensure it is the most effective policy in keeping our children safe.

This policy must be ratified by the governing body signed/dated by both the Principal and Chair.

Reviewed by:	Governors
Frequency of policy review:	Triennially
Last Reviewed:	September 2024
By Dan Sydes	
Ratified by Local Board of Governors on:	16 October 2024
By Derek Marshall	
Next Review Date:	September 2027

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- › Provide a framework in which sensitive discussions can take place.
- › Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- › Help pupils develop feelings of self-respect, confidence and empathy.
- › Create a positive culture around issues of sexuality and relationships.
- › Teach pupils the correct vocabulary to describe themselves and their bodies.
- › At the UTC we seek to create a safe and happy environment where all our students can flourish and where diversity is celebrated. Please see our Equality Policy for more information.

2. Statutory requirements

As a secondary academy school, we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We are also required to have regard to Section 2.Z of our Supplemental Funding Agreement. At North East Futures UTC we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.
4. Pupil consultation – we investigated what exactly pupils need from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the Personal Development (PD) curriculum, which includes personal, social, health and economic (PSHE) education. Biological aspects of RSE are taught to all students within the science curriculum.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships.
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health.

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers)

Students with special educational needs will have full access to RSE, but we may need to adapt the delivery of learning depending on the individual needs of the child.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Relevant staff are trained on the delivery of RSE as part of their induction to the curriculum.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by John Pattison, Director of Pastoral Care through:

Lesson observations, learning walks and monitoring meetings.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Curriculum Intent

The **intent** of the Citizenship curriculum is to give UTC students an opportunity to develop their understanding of Personal, Social, Health and Economic (PSHE) education including Relationship and Sex Education (RSE). The intent is to ensure students have useful knowledge, understanding and skills that can be applied to real life scenarios in order that students feel confident to make safe, respectful and informed choices.

The further intent of the Curriculum is to enhance understanding of protected characteristics and Fundamental British Values, as well as contextual issues such as neurodiversity, gender identity and starting a new school.

Students are encouraged to develop their **love of reading** and **literacy skills** on this course by reading and analysing related texts and by engaging in structured classroom debate.

Students are encouraged to develop their **numeracy** on this course through teaching on money management.

Citizenship supports **careers** through a half-termly focus on related skills for the workplace, and a “Big Question” on the world of work.

Curriculum Overview

The learning in Personal Development is sequenced as follows. The Personal Development Curriculum within the UTC has also been developed to reflect the wider context of the UTC and where appropriate external agencies will be invited into the UTC to deliver sessions for our students.

The Key Stage 4 Citizenship lessons will be taught as independent lessons on a weekly basis. Key Stage 5 lessons will be taught as a unit of work and this will then link in with the wider curriculum model that has been created to ensure that Citizenship at Key Stage 5 supports students be ready for the next stage of their learning journey.

Note: the full Curriculum Plans are available on request to info@neofuturesutc.co.uk

Year 10:

Half term
1

British Values
Sessions delivered by the VRU
The impact of Media on our lives looking at areas such as stress, bullying and antisocial behaviour.
How we are part of a wider society looking at areas such as

Half term
2

What is Democracy? Looking at areas such as the Magna Carta, Human Rights, Freedom of Speech
The concept of Freedom of Speech linked to Civil Liberties and Pressure Groups.
The Legal System and Parliament

Half term
3

Legislation and the difference between Civil and Criminal Law
The role that the Youth Court plays in the Legislation System
The link between the Government and the Economy
The concept of Privatisation and the Public Sector
Taxation and Local Government
The role of the United Kingdom in the Global Community.

Half term
4

What is the Commonwealth?
Meaningful Rule
Relationships

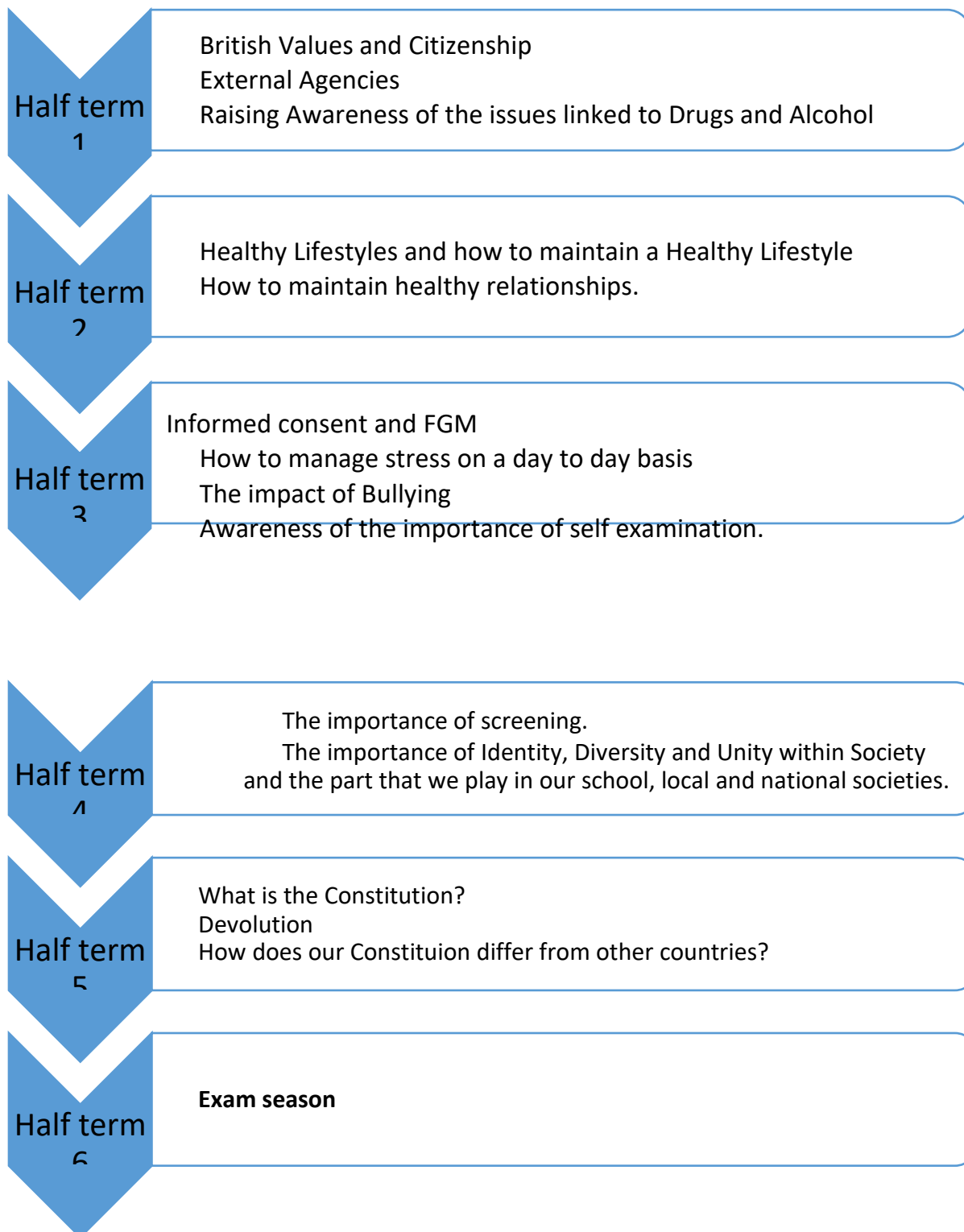
Half term
5

Mental Health and Well Being

Half term
6

Railway awareness
Raising awareness of the issues around Drugs and Alcohol.

Year 11:



Year 12:

Citizenship Year

British Values
How to maintain positive mental health
How to manage stress and cope with the pressures that impact on our mental health.
Looking at Body Image
Society and the importance of diversity
Respectful relationships
Looking at how we communicate with others
How to maintain positive relationships
How to manage dangerous situations
The impact of substance misuse.

Half term 3

Year 13

Citizenship Year

British Values
The importance of diversity in society
Personal values, contraception and sexual health
Responsible health choices
Intimate Relationships including pregnancy and fertility.
Health and wellbeing including sexual health into adulthood
How to manage friendships and relationships with a view of the world of work.

Appendix 2: By the end of secondary school pupils should know.

TOPIC	PUPILS SHOULD KNOW
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Families	<ul style="list-style-type: none"> · 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 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 · 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); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> · 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. · 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) · 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

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> · 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 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 information and data is generated, collected, shared, and used online

Being safe	<ul style="list-style-type: none"> · The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation (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)
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TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> · 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, e.g., 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. · 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 human immunodeficiency virus (HIV)/acquired immunodeficiency syndrome (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

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	