

## Personal, Social, Health and Economic Education Policy Sex, Relationship Education Policy

### **Rationale and ethos**

At the Young Dancers Academy we understand the importance of educating our students about sex, relationships, health education, so that they are able to make responsible and well-informed decisions in their lives regarding their well-being, health and relationships. The teaching of Relationship, Sex Education (RSE) as an integral part of Personal, Social, Health Economic Education (PSHE) will help students to prepare holistically for the opportunities, responsibilities and experiences of adult life as well as help them to understand how to make sound decisions when facing risks, challenges and complex situations. Through the teaching of SRE and PSHE, YDA will support the development of spiritual, moral, social, cultural, mental and physical development of students at school and in the wider society in addition to the Spiritual, Moral, Social and Cultural Development curriculum.

At YDA we aim to help students develop:

- a positive physical and emotional self.
- an understanding of character, with interests and passions that enable them to grow up optimistically, hopeful and well prepared for adulthood.
- healthy nurturing relationships of all kinds.
- an understanding of what a healthy relationship looks like and those that are not.
- an understanding of what acceptable behaviour is.
- a transition from dependence to independence.
- greater resilience
- a knowledge of how and when to ask for help and where to access it
- an understanding of how to make positive contributions to their families, schools, communities and society.
- well rounded, responsible and active citizens
- a better understanding of the law and appreciate the importance of obeying the law and the distinction between right and wrong
- a better appreciation of aesthetic and creative value
- a clearer understanding of different faiths and cultures

### **Roles and Responsibilities**

The RSE and PSHE will be led in partnership by the subject teacher and the Academic Director.

- These subjects will be taught by the subject lead.
- The policy and any changes to the curriculum will be led by the subject lead.

- The Academic Director will be responsible for checking the policy and the curriculum provision.
- Staff training will be the joint responsibility of the subject lead and the Academic Director.
- Monitoring teaching and learning is the responsibility of the Academic Director and the Chair of Trustees.
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### **Legislation (statutory regulations and guidance)**

At YDA we are required to teach RSE as part of PSHE. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Equality Act 2010

DfE (2021) 'Keeping Children Safe in Education'

DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

DfE (2015) 'National curriculum in England: science programmes of study'

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

Children and Social Work Act 2017

DFE guidance 'Behaviour and Discipline in Schools' (advice for schools, including advice for appropriate behaviour between pupils) (January 2016)

### **Curriculum Design:**

At YDA the SRE programme is an integral part of our whole school PSHE education provision although some aspects of the programme will be taught and supported through other subjects such as Science, English and Maths.

At YDA SRE is defined as the learning about emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health whilst developing skills for positive, enjoyable, respectful and non- exploitative relationships and staying safe online.

### **Relationships, Sex Education subject content:**

RSE will continue to develop student knowledge on the topics taught at primary level, in year 7 in addition to the content outlined in this section.

By the end of secondary school, students will know:

#### **Families**

- 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 children, including the characteristics of successful parenting.
- Determine whether other children, adults or sources of information are trustworthy.

- Judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships.
- How to seek help or advice if needed, including reporting concerns about others.
- Respectful relationships, including friendships

### **Respectful Relationships including friendships**

- 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 relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in school and 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 seek help.
- The types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

### **Online and media**

- 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 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 when 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 distorted pictures 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 the viewing of 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**

- 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 – this includes online.

## **Intimate and sexual relationships, including sexual health**

- 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 and 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 both men and women.
- The 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 enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically 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) are transmitted, how risk can be reduced through safer sex and the importance of 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.

## **Personal, Social, Health and Economic Education Content:**

The physical health and mental wellbeing curriculum will continue to develop knowledge taught at a primary level, in addition to the content outlined in this section.

By the end of secondary school, students will know:

### **Mental wellbeing**

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- Common types of mental ill health, e.g. anxiety and depression.
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.

- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

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### **Internet safety and harms**

- The similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online; false and fake information, news.
- How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report, or find support, if they have been affected by those behaviours.

### **Physical health and fitness**

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.
- About the science relating to blood, organ and stem cell donation. Healthy eating
- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

### **Drugs, alcohol and tobacco**

- The facts about legal and illegal drugs and associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- Awareness of the dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

### **Health and prevention**

By the end of secondary school, pupils will know:

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn
- Basic first aid

- Basic treatments for common injuries.
- Life-saving skills, including how to administer CPR.
- The purpose of defibrillators and when one might be needed.

### **Changing adolescent body**

- 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.
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### **Basic First Aid**

- basic treatment for common injuries
- basic first aid and lifesaving skills, including cardio-pulmonary resuscitation (CPR)
- how to find sources of emergency help including the purpose of defibrillators and when one might be needed.

### **Additionally**

#### **During the academic year (see SMCS policy):**

- Citizenship
- British Values and key institutions
- Environmental and social issues of the day – global warming, CSR, climate change, child labour
- Economic well-being and managing personal finance
- Religion and cultural pluralism
- Leadership
- Importance of community engagement and stakeholders
- The UN Declaration of Human Rights
- The significance of trial by jury and British Justice system
- Role of NGOs in society
- Respect for the law: the distinction between right and wrong
- The role and value of art in society
- The importance of music in society
- Different faiths and cultures.

### **Delivery and Teaching Strategies**

RSE and PSHE curriculum will be organised and delivered effectively to ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to students clearly, in a carefully sequenced way.
- Teaching includes well-chosen opportunities and contexts for students to embed new knowledge that will allow them to confidently use what they have learnt in real-life situations.
- RSE and PSHE complement several national curriculum subjects.
  - Citizenship – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.

- Science – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- Dance– pupils can develop competence to excel in dance and are physically active for sustained periods of time, so they lead healthy, active lives and understand the importance of it. Building mental resilience.
- English - pupils will explore through literature - difference, values, character.
- Mathematics - financial calculations
- It will be delivered in a non-judgmental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.
- It will reflect the requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- Teaching should equip students with the knowledge to explore political and social issues , to weigh up evidence, debate and make reasoned arguments.
- The school will integrate LGBTQ+ content into the RSE curriculum from Years 8 onwards. It will be approached in a sensitive, age-appropriate and factual way.
- All teaching and resources are assessed by the Academic Director and Designated Safeguarding Lead to ensure they are age- appropriate and culturally appropriate to the background of the students
- Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- As outlined in the E-Safety policy - students will not access inappropriate materials when undertaking research.
- Teachers will establish what is appropriate for one-to-one and whole class settings and alter their teaching of the programmes accordingly.
- Teachers will ensure that pupils 'views are listened too and will encourage them to ask questions and engage in discussion.
- Teachers will answer questions sensitively and honestly.
- Teachers will ensure lesson plans focus on challenging perceived views on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

### **Parental Involvement:**

The school understands that parents 'role in the development of their children's understanding about relationships and health is vital.

The school will work closely with parents when planning and delivering the content of the school's RSE and PSHE curriculum.

When in consultation with parents, the school will provide:

- The curriculum content, including what will be taught.
- Examples of the resources the school intends to use to deliver the curriculum.
- Information about parents 'right to withdraw their child from non-statutory elements of RSE and PSHE education.
- opportunities to understand and ask questions about the school's approach to RSE and PSHE education.

The school understands that the teaching of some aspects of the RSE curriculum may be of concern to parents.

If parents have concerns regarding RSE and health education, they may submit these via email to [admin@youngdancersacademy.com](mailto:admin@youngdancersacademy.com).

### **Withdrawal from lessons**

Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE.

Parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

- A request to withdraw a child from sex education must be made in writing to the Academic Director.
- The Academic Director will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.
- Parents will be informed of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.
- All discussions with parents will be documented. These records will be kept securely by the Academic Director.
- The request to withdraw their child up to and until three terms before the child turns 16 will be requested at this point.
- After this point, if the child wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the child with RSE.
- Pupils who are withdrawn from RSE will continue to follow an appropriate, purposeful education during the full period of withdrawal.

### **Working with external agencies**

Working with external agencies can enhance our delivery of RSE and health education and brings in specialist knowledge and different ways of engaging pupils. External experts may be invited to assist from time-to-time with the delivery of the RSE and health education curriculum but will be expected to comply with the provisions of this policy.

- The school will check the visitor/visiting organisation credentials of all external agencies.
- The school will ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
- Sessions and ensure the content is age-appropriate and accessible for all pupils.
- The school will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.
- The school and the visitor will agree on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.

The school will use visitors to enhance teaching, but it will not replace teaching staff by visiting staff.

### **Equality and accessibility**

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against students because of their:



- Age
- Sex
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership
- Sexual orientation

The school will consider whether it is necessary to put in place additional support for students with the above protected characteristics. The school also understands that students with SEND are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all pupils.

Where there is a need to tailor content and teaching to meet the needs of students at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.

The school will make clear that sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's Behaviour Policy.

### **Staff training**

- Training will be provided by the RSE and health education subject leader to the relevant members of staff to ensure they are up to date with the RSE and health education curriculum.
- Training will also be scheduled around any updated guidance and any new developments, such as "sexting", which may need to be addressed in relation to the curriculum.
- The Academic Director, Designated Safeguarding Lead and subject teacher (who will be appropriately trained) will be able to give pupils information on where and how to obtain confidential advice, counselling and treatment.

### **Safeguarding and confidentiality**

At the heart of this there is a focus on keeping children safe (KCSIE 2020)

- All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.
- Confidentiality within the classroom is an important component of RSE and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's Confidentiality Policy.

- Staff should all be aware that they can never promise a child that they will not tell anyone about a report of abuse .
- Teachers will, however, understand that some aspects of RSE may lead to a student raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately.
- Students will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

### Assessment

- The school has the same high expectations of the quality of students 'work in RSE and PSHE education as it does for other curriculum areas.
- Lessons are planned to provide suitable challenge to students of all abilities.
- Assessments are used to identify where pupils need extra support or intervention.
- There are no formal examinations for RSE and health education; however, to assess pupil outcomes, the school will capture progress in the following ways:
  - o Written assignments
  - o Self-evaluations

### Timetabling

RSE is delivered as part of a planned, developmental PSHE education programme. It is timetabled usually for one hour a week and is also supported through cross-curricular opportunities.

Assemblies will support the delivery of PSHE through planned themes and are used to highlight issues such as, e.g. bullying, cyber-bullying, well-being, gangs and knife-crime etc.

### Monitoring

The RSE and health education subject leader and the Academic Director is responsible for monitoring the quality of teaching and learning for the subject which will include:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Work scrutiny
- Lesson planning scrutiny
- student discussions on what they have learnt and become more confident with.

### Review of policy

This policy will be reviewed by the subject leader in conjunction annually.

Any changes needed to the policy, including changes to the programmes, will be implemented by the Academic Director. Any changes to the policy will be clearly communicated to all members of staff and to parents and pupils.

Policy written by	Sheerin Mahabir Supported by SMT
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