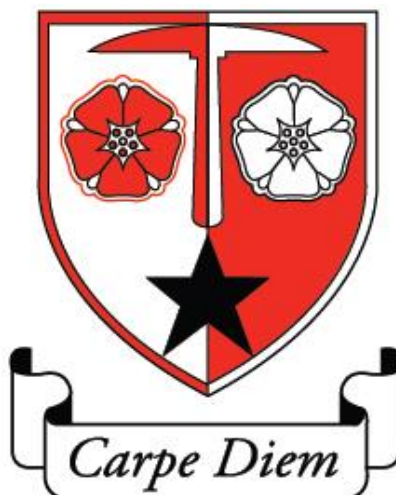


# Audenshaw School



## SEX & RELATIONSHIP EDUCATION POLICY

This policy is reviewed every 2 years by the Standards Committee.

### History of Document

Issue No	Author/Owner	Date Written	Approved by the Standards Committee	Received by Governors	Comments
Issue. 2	Miss K Breakell	01/08/21	31/08/21	31/08/21	Revised SRE content. Appendix changed and curriculum to go on website.
Issue 2.1	Mrs P Brookes	14/09/23	11/10/23	11/10/23	Minor amendments
Issue 2.2	Mrs P Brookes	28/11/25	04/02/26	04/02/26	Amended in line with changes to Government policy on RSE

## **OUR MISSION**

Our school aims to provide a quality education in a caring community based on values of respect, responsibility and resilience and a relentless pursuit of excellence in all that we do.

## **OUR VISION**

Our School will be recognised as a fully inclusive, aspirational, high achieving centre of excellence, firmly rooted in the local community.

We will create, develop and maintain a challenging and stimulating personalised learning environment where no student is overlooked or left behind and where teaching and learning is high quality, inspirational and innovative.

We will consistently have high academic standards and expectations for every individual and continue to place considerable value on sport and healthy living and developing strong links with the community.

All members of our school community will be valued and every success will be celebrated.

Our School will maintain a safe, secure and caring environment in which to work and learn.

## **AUDENSHAW SCHOOL SAFEGUARDING STATEMENT**

**This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

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## INTRODUCTION

For the purpose of this Policy, the “School” is defined as employees, governors, pupils and third parties such as contractors, agency workers and consultants acting on behalf of the organisation.

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

RSE and Health Education is not about the promotion of sexual activity.

## 1. AIMS AND OBJECTIVES OF THE POLICY

### Statement of belief

At secondary school level, Sex & Relationship Education should prepare students for an adult life in which they can:

- Develop positive values and a moral framework that will guide their judgements, decisions, and behaviour.
- Embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships. Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing.
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge the kind of relationships they want.
- Communicate their wishes and feelings effectively.
- Be aware of their sexuality and understand human sexuality.
- Understand the arguments for delaying sexual activity and the reasons for having protected sex.
- Have sufficient information and skills to protect themselves and, where they have one, their partner from unwanted conceptions and sexually transmitted infections, including HIV.
- Identify and challenge any Peer and Peer abuse happening to themselves or others.
- Avoid being exploited or exploiting others and being pressured into unwanted or unprotected sex
- Access confidential sexual health advice, support and, if necessary, treatment.

- Know how the law applies to sexual relationships.
- To make links with parents to help them understand how best to talk to their sons about sex and relationships.

## **2. THE ORGANISATION AND DELIVERY OF SEX AND RELATIONSHIP EDUCATION**

- The Curriculum Leader of RS and Curriculum for Life is responsible for the co-ordination of SRE.
- SRE will be delivered through dedicated curriculum time in C4L lessons (Years 7 to 11) Key Stage 3 will have this delivery one hour per fortnight and Key Stage 4 will be one hour per fortnight.
- The SRE lessons are taught at the end of the year, and students will be given age appropriate content. Years 7 and 8 focus heavily on puberty and maintaining healthy relationships. Years 9 and 10 focus on safe sex, health relationships, consent and red flags.
- The dangers of pornography will be delivered as a stand-alone session from an external provider (naked truth project) for Y11
- Students will also access SRE content through assemblies, drop down days and external speakers and workshops.
- Ground rules are established, question boxes are used, reflection is encouraged, and debate is used to complement the programme of study.
- In Year 9, students will have access to a contraception lesson which includes the demonstration of a condom. Students are invited to have a go at this demonstration, but there is no legal requirement to do these so students may opt out of the demonstration.

A dedicated spiral curriculum is used. All resources come from accredited programmes of studies and the suggested scheme is from the Tameside SRE programme (2018) This curriculum takes full account of the government's statutory guidance, Relationships and Sex Education (RSE) and Health Education 2025. The same topics are covered by all the SRE team in a strict scheme of work so that all students have equal provision. A range of activities are employed: pair work, group work, debate, media clips to facilitate discussion, outside speakers and practical demonstrations. (See Appendix 2 – Year 7 – 11 SRE and Health topics)

We also use the provision bought in from Crea8tive resources which have been used to enhance learning further.

External agencies, such as, health care workers, LGBT speakers and Tameside safe sex team will all be used in the programme. New resources which have been created for Tameside by Tough Cookies have also been added to the learning journey for SRE

- We liaise with the Sexual Health Intervention and Prevention Team Manager: Gary Hall.  
YOUthink team  
Telephone: 0161 342 7672  
Email: gary.hall@tameside.gov.uk

### **3. PARENTS' RIGHT TO WITHDRAW**

Parents have the right to withdraw their children from the non-statutory/non-science 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.

The full policy and curriculum content map has been updated and shared with all parents. This information can be found on the school website. Updates will continue in line with government policies and additions to content. Parents are encouraged to contact the school if they have any concerns.

If a parent/carer wishes to remove their child from the SRE programme, they will be invited in to School to discuss the programme and its benefits with the SRE co-ordinator, **Mrs P Brookes**.

[brookesp@audenshawschool.org.uk](mailto:brookesp@audenshawschool.org.uk)

If they still wish to remove their child, then that student will be expected to undertake independent study supervised by an adult. They will not however be given work to complete. This will need to come from the student/parent.

#### **Use of visitors:**

The programme of study will be supported by the following visitors to school: the school nurse; LGBT+ group HIVE and the YouThink team.

These visitors sessions will be monitored by classroom teachers to ensure the content is appropriate to our students. They will be made aware of the School's expectations regarding our students and our morals and values. None of these visitors will work in classrooms unsupervised.

### **4. PROCEDURES FOR MONITORING AND EVALUATION**

Member of staff responsible for the monitoring and evaluation of the programme of study and the SRE policy is the SRE co-ordinator, Mrs P Brookes. This will be done through a series of learning walks and student voice and student evaluations. Staff who are delivering SRE are given training where needed.

### **5. DISSEMINATION OF THE POLICY**

The Policy will be made available to all staff, students, parents and carers on the school website.

## APPENDIX 1 HOW

TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• 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/carers 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>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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> <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>

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

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.
- 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 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/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 2**

### **Curriculum for Life – Learning Journey**

Students are taught PSHE in forms. They have a lesson with the same teacher all year once a fortnight. These lessons continue all the way through to year 11.

The final term of each year at KS3 is the SRE cycle. This is statutory Sex and Relationships education which we as a school update regularly to reflect the government guidance. SRE units are taught in Years 10 and 11 as part of C4L units or with external agencies who come in to deliver.

[https://assets.publishing.service.gov.uk/media/68b96b003f3e5483efdba9b4/Relationships\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/media/68b96b003f3e5483efdba9b4/Relationships_Education_RSE_and_Health_Education.pdf)

We ensure that we cover all aspects of the statutory requirements at the appropriate stage of the student's development. Each of these topic areas have been chosen to accommodate the needs of young men growing up in Tameside today.

### **Year Seven**

Term one – Managing change and Friendships

In this unit, students will be learning about the transition from primary and secondary school and some of the challenges this presents. It will also look at navigating friendship groups and how to keep themselves safe online.

Term two – Keeping myself safe

In this unit students will learn about some of the temptations that they may face as they are growing up. We will look at grooming gangs and what they do to attract young people to become part of their criminal activities. We will look at the dangers of smoking. Alcohol and energy drinks. We also build on the content in the first term with lessons on bullying and online bullying.

Term three – Growing up

The first of the SRE lessons as part of their ongoing sex and relationship education. At this stage, the focus is on puberty and why emotions and attitudes might be changing. There are also lessons on self-esteem, positivity and thinking about the future.

### **Year Eight**

Term one- looking after myself

This is a development from the first unit in Y7 with more content and more issues to be explained.

There are lessons on County lines, substance misuse and online content both what they are seeing and what they are putting online. It also looks at mental health and healthy lifestyle choices.

Term two – Understanding changing attitudes

This unit has two parts to it. The first part looks at how students can start thinking about their future and life after education with lessons exploring what careers are available.

The second part of this unit is looking at how attitudes have changed and how much more accepting the UK has become. It will look at feminism and the LGBTQAI+ community and how the law has changed and how people can be supportive and tolerant.

Term three – Love and relationships

This is the next part of the SRE cycle. For these lessons, students will be learning about what a healthy relationship looks like. This also looks at how anger and frustration can affect relationships. It also looks at grief after the breakdown of a relationship or loss of a loved one.

## **Year Nine**

Term one – Dangerous temptations

This unit includes lessons on drugs and substance abuse and extremism and terrorism. This looks at grooming and radicalisation. It looks at those who could be most vulnerable and how to avoid being a target for criminal gangs.

Term two – Essential Life Skills

This unit looks at Money management, navigating the stresses that comes from social media and a very simple look at first aid.

Term three – Sex and Contraception

This unit is from the SRE cycle. This will include lessons on Sex, STIs, contraception and consent. This unit also includes a condom demonstration and if students would like to, they can participate in the demonstration also.

## **Year Ten**

Term one – Violence, crime and feeling safe

This unit looks at knife crime, domestic and honour-based violence, women's rights and Child self-generated indecent imagery (sexting)

Term two – Growing up in the 21<sup>st</sup> century

This unit looks at social media and the risks attached, gambling addiction, drinking culture and poverty. It also refreshes students on water safety which they will have done with external agencies in Y7.

Term three – Your future, your wellbeing

This unit is split into two. The first part is career based and looking at wages and career pathways. The second part focuses on Mental health. Some of these topics include suicide prevention and eating disorders.

## **Year Eleven**

Term one – Adult health and independence

Year eleven lessons are often a repeat of some of the earlier topics but more appropriate for an older audience. We will look at parties and festivals, digital footprints and wellbeing, cosmetic procedures, peer on peer bullying and fertility.

Term two – Making adult decisions

Topics in this unit include teenage pregnancy, abortion laws, testicular cancer, organ and blood donation. We also spend the last few lessons looking at time management and exam stress.

There are no topics for the final term. Students will bring revision materials into C4L lessons to complete. They will still have their C4L teachers on hand if they have any questions or issues that they would like to discuss with a member of staff.