**RELATIONSHIPS, SEX AND EDUCATION POLICY**

**Introduction and Purpose of the RSE Policy**

The Boxing Academy believes that Relationships, health and sex and relationship education (RSE) makes an essential contribution to every student’s health, wellbeing and preparation for adult life in society. Effective sex and relationship education is essential if young people are to make responsible and well-informed decisions about their lives.

This policy is in line with the statutory guidance *“Relationships and sex education (RSE) and health education”,* DfE 2021.

A comprehensive programme of RHSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. It is an integral part of the RHSE programme within the academy.

**The aim of the Relationship and Sex education policy is:**

* to endorse the entitlement of all students in this school to sex and relationship education.
* to confirm the coverage and scope of relationship and sex education in this school.
* to ensure that appropriate guidance is available for the staff that will deliver the programme of sex and relationship education in the school.
* to specify the right of parents to withdraw their children from part of relationships and sex education.

**1. What is Relationship and Sex Education?**

It is part of lifelong learning about sex, sexuality, emotions, relationships and sexual health. It contributes to the spiritual, moral, cultural, mental and physical development of students and prepares them for the experiences, rights and responsibilities of adult life. At the Boxing Academy the relationships and sex education programme will cover three main elements:

**1.1 Attitudes and Values**

* learning the importance of values and individual conscience and moral considerations.
* learning the value of family life and stable loving relationships for the nurture of children.
* learning the value of respect, love and care.
* exploring, considering and understanding moral dilemmas.
* developing critical thinking as part of decision making.

**1.2 Personal and Social Skills**

* learning to manage emotions and relationships confidently and sensitively.
* developing self-respect and empathy for others.
* learning to make choices based on understanding of differences and with an absence of prejudice.
* developing an appreciation of the consequences of choices made.
* managing conflict.
* learning how to recognise and avoid exploitation and abuse.

**1.3 Knowledge and Understanding**

* learning and understanding physical development at appropriate stages.
* understanding human sexuality, reproduction, sexual health, emotions and relationships.
* learning about contraception and the range of local and national health advice, contraception and support services (including education about HIV and AIDS - and other sexually transmitted diseases).
* supporting students to make wise and informed choices regarding sexual activity.
* developing an awareness of sex and the law.
* developing an understanding of the diversity of relationships and sexuality.
* an understanding of the difference between consenting and exploitative relationships including forced marriages and FGM
* understanding internet safety issues such as sexting, pornography and sharing of images.

All pupils at the Boxing Academy are entitled to relationship and sex education. The Boxing Academy will provide a coherent, well-balanced programme of sex and relationships education that:

* reflects the age and maturity of the students.
* meets the needs of both boys and girls.

**2. Statutory Requirements**

All maintained secondary schools are required under the revised National Curriculum Orders (1999) to make provision for RSE for all students registered at the school. Under the Children and Social Work Act 2017 the government committed to making Relationships and Sex Education (RSE) statutory in all secondary schools, including local authority maintained schools, academies, free schools and independent schools.

In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996. We must also have regard to our legal duties set out in:

* Sections 406 and 407 of the Education Act 1996
* Part 6, chapter 1 of the Equality Act 2010
* The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010).

This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. At The Boxing Academy we teach RSE as set out in this policy.

**3. Content and organisation**

All students will receive sex and relationship education through the PSHE curriculum which is delivered once a week. Our RSE curriculum is set out as per the long-term plan and the academy will adapt it as and when necessary:

[BA PSHE Long Term Plan 2024-25](https://www.theboxingacademy.co.uk/ckfinder/userfiles/files/BA%20PSHE%20Long%20Term%20Plan%202024-25.pdf)

We have developed the curriculum in consultation with parents/carers and staff, considering the age, developmental stage, needs and feelings of our students. By the end of secondary students will have covered all topics and content outlined in Appendix 2. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and don’t seek answers online.

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

Our curriculum is based upon guidance on best practice published by local bodies such as Hackney Education and Young Hackney as well as national organisations such as PSHE Association. We will not, under any circumstances:

• Work with external agencies that take or promote extreme political positions

• Use materials produced by such agencies, even if the material itself is not extreme.

**4. Confidentiality**

* Staff cannot offer or guarantee absolute confidentiality in some matters and students will be made aware of this.
* The Boxing Academy is aware that effective sex and relationships education can lead to the disclosure of a Child Protection issue and this will be acted on in accordance with the school’s Child Protection Policy.
* Students will be informed of the sources of confidential help available.
* As part of an effective PSHE programme, ground rules will be explained by the teacher before the start of any sensitive discussions.

**5. Parents and Guardians**

Teaching of some aspects of RSE might be of concern to parents. Materials used in the Boxing Academy programme will therefore be in accordance with the statutory PSHE Framework and the law. The Boxing Academy will also take account of NHS criteria for the effective delivery of RSE.

**6. Compulsory elements of RSE**

* Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.
* Parents do not have the right to withdraw their children from the teaching of the biological aspects of human growth and reproduction that are included in the National Curriculum for science.
* Parents are able to withdraw their child following discussion with the school from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
* After that point, the guidance states that ‘if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.’
* Where pupils are withdrawn from sex education the process will be documented, and the academy will ensure that the student receives appropriate, purposeful education during the period of withdrawal.

**7. Parents' Right of Withdrawal**

Parents will be invited to discuss the request with the PSHE Consultant or the Principal/ another member of SLT​.

* Where appropriate this discussion will include the child
* The aims of the discussion will be to ensure that the parent’s and child’s wishes are fully understood and to clarify the nature and purpose of the curriculum.
* Following this discussion parents will make their decision

**8. Monitoring and evaluation**

* The delivery of RSE is monitored by the PSHE Consultant through school quality assurance systems. Students’ development in RSE is monitored by teachers and pod leaders as part of our internal assessment systems.
* The PSHE Consultant will liaise with teaching members of staff the other curriculum areas to ensure that the syllabus is being covered and that the biological and emotional elements are properly coordinated, where relevant.
* The workshop sessions by external providers (e.g. Young Hackney) days will be reviewed annually and evaluated by the students and staff.
* The Senior Leadership Team will monitor the implementation of this policy through the cycle of departmental reviews.

**Appendix 1**

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| **Topic** | **Content** |
| 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 * 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/carers 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** | * 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) * 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 the media** | * Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts. * Risks, including that any material someone provides to another has the potential to be shared online, 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** | * 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** | * How to recognise the characteristics and positive aspects of healthy 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 * Strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. * Choice to delay sex or to enjoy intimacy without sex. * The facts about the full range of contraceptive choices, efficacy and options available * Pregnancy including miscarriage and choices in relation to pregnancy (with medically, legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) * Sexually transmitted infections (STIs), including HIV/AIDs, causes and effects. facts about testing. |