



Granville Academy

Part of the de Ferrers Trust



Burton Road, Woodville, Swadlincote, Derbyshire, DE11 7JR
Phone: (01283) 216765 Fax: (01283) 552934 E-mail: enquiries@granvilleacademy.co.uk
Principal: Mrs J Kingswood, B.Ed.(Hons), MA, NPQH

Our Mission Statement

Granville Academy is committed to:

- Raising standards of achievement and creating opportunities for all students, regardless of needs to develop their full potential and improve their life chances
- Raising the aspirations of the whole academy community by creating a culture of continuous learning that celebrates success at all levels
- Developing a academy that is the pride of the local area where students, parents, staff, governors and wider community feel valued, listened to and welcomed for the diverse contribution they make to our academy life

Relationships and Sex (RSE) Policy

Co-ordinator: Mrs J Kingswood (Principal)
Start date: October 2017
Review date: October 2018

Relationships and Sex Education

The term Relationships and Sex Education (RSE) is used in this policy to emphasise the importance of learning about relationships. This policy refers to RSE rather than Sex and Relationships Education (SRE) except when referring to national guidance which uses the term SRE.

Our Academy's approach to RSE goes beyond the provision of biological information. We support The Sex Education Forum's definition of SRE: *as learning about sex, sexuality, emotions, relationships, sexual health and ourselves. The Forum believes that learning about sex and relationships should be:*

- *an integral part of the lifelong learning process, beginning in early childhood and continuing throughout adult life*
- *an entitlement for all children and young people, which meets the needs of boys as well as girls; those who are heterosexual, lesbian, gay or bisexual; transgender; those with physical, learning or emotional difficulties; and those with a religious or faith tradition – in other words, everyone whatever their background, community or circumstance*
- *provided within a holistic context of emotional and social development across all settings.*

(Sex and Sexuality Guidance 2003)

We focus on attitudes and values, skills and as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keep themselves safe in all their relationships.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships and sex, are more likely to be discerning in their relationships and sexual behaviours and to have fulfilling relationships.

The DfES Sex and Relationship Guidance from 2000 says:

“Effective sex and relationship education is essential if young people are to make responsible and well-informed decisions about their lives” and that “schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children.”

As a Academy we recognise the impact of social media, the media and the digital world on our children and young people. We aim to deliver an RSE programme that recognises and addresses this. Safeguarding our children and young people now and in their future, is an important element of our RSE programme and will include communicating the importance of consent.

The following quotation demonstrates how RSE contributes to spiritual, moral, social and cultural development as defined by OFSTED:

The spiritual development of students is shown by their:

- *ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values*
- *sense of enjoyment and fascination in learning about themselves, others and the world around them*
- *use of imagination and creativity in their learning*
- *willingness to reflect on their experiences.*

The moral development of students is shown by their:

- *ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England*
- *understanding of the consequences of their behaviour and actions*
- *interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.*

The social development of students is shown by their:

- *use of a range of social skills in different contexts, for example working and socialising with other students, including those from different religious, ethnic and socio-economic backgrounds*
- *willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.*

What Does Granville's RSE Curriculum Include?

Attitudes and Values

- *learning the importance of values and individual conscience*
- *learning the value of stable and loving relationships, whether in the context of marriage, civil partnership or other family models, for the nurture of children*
- *learning about the value of respect, love and care*
- *exploring, considering and understanding moral dilemmas*
- *learning to respect and value difference and diversity including diverse family models, genders and sexualities*
- *learning about the rights and responsibilities to oneself and others*
- *understanding responsibility for one's own safety and that of others both in the real and digital world*
- *understanding the importance of equality concerning genders and sexuality*
- *learning that violence and coercion in relationships is unacceptable*

Skills

- *learning to recognise one's own emotions and those of others*
- *learning to manage emotions and relationships with confidence and sensitivity*
- *learning to manage change*
- *developing self-respect*
- *learning how to use appropriate language in the real and the digital world*
- *learning to be empathetic to others*
- *learning to make choices based on an understanding of difference and with an absence of prejudice*
- *learning how to identify risk in relationships both in the real and digital world*
- *learning how to recognise and avoid exploitation and abuse*
- *learning how to keep oneself safe and how to extricate oneself from an unsafe situation*
- *developing critical thinking*
- *learning to make and carry out informed decisions*
- *developing decision-making skills both in the real and the digital world*
- *developing an appreciation of the consequences of choices both in the real and digital world*
- *learning to manage conflict and developing negotiation skills*
- *learning how to cope with and resisting unwelcome peer pressure*
- *learning to communicate openly and respectfully about relationships and sex*
- *learning how to ask for help and accessing advice/services*

Knowledge and Understanding

- *learning and understanding emotional and physical development at appropriate stages*
- *learning about the impact of stereotyping and negative language*
- *learning and understanding reproduction and sexual health*
- *learning about sexuality and understanding differences*
- *learning about a safe and healthy lifestyle based on accurate information*
- *understanding the positive benefits of loving, rewarding and responsible relationships*

- *learning how to resist unwelcome pressures to be sexually active both in the real and digital world*
- *learning protective behaviours*
- *learning how to avoid unplanned pregnancy and Sexually Transmitted Infections (STIs)*
- *learning about pregnancy and the choices available knowing and understanding legal aspects of sexual behaviour*
- *understanding the nature of consent*
- *learning about consent in the law*
- *learning about the impact of coercion and violence*
- *knowing where to seek appropriate help and advice*

All these elements will be delivered in an age appropriate manner.

Equal Opportunities

We recognise that children have varying needs regarding RSE depending on their circumstances and background. The academy believes that all people should have access to RSE that is relevant to their particular needs. To achieve this, the academy's approach to RSE will take account of:

- Girls tend to have a greater access to RSE than boys through the media and at home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism, sexualised behaviour and sexist bullying.
- Some students may have learning, emotional or behavioural difficulties, or physical disabilities that result in particular RSE needs at times which we will support. It may also mean that they have difficulty accessing the RSE curriculum. We will assess their need and provide an appropriate RSE curriculum.
- Different ethnic and cultural groups may have different attitudes to RSE. The Academy will consult students and parents/carers about their needs, take account of their views and promote respect for and understanding of the views of different ethnic and cultural groups in line with safeguarding and academies statutory duty to keep students safe and deliver certain elements of the statutory RSE curriculum.
- Some of our students will go on to define themselves as Lesbian, Gay, Bisexual or Trans (LGBT). Some students may have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with LGBT people both now and in the future. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We will challenge society's heterosexual dominant discourse. We actively tackle homophobic bullying.
- We recognise that our students may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances.

How is RSE Provided at Granville?

- This academy has a caring ethos that models and supports positive relationships between all members of the academy community.
- Within the taught, age-appropriate, spiral RSE programme within Citizenship, Character and Well-being (CCW)
- Within Science as stipulated by the national curriculum and as negotiated with the safeguarding lead DHT.
- Through assemblies.
- Through pastoral support.
- By the provision of appropriate leaflets and other information sources.
- Via drop-in clinics with the School Nurse.
- Via targeted intervention, where appropriate, with vulnerable individuals.
- Delivery in response to incidents.
- Through the FNP MAT Youth Workers.

Teaching, Learning and Assessment

All the following elements are essential elements in providing quality RSE.

Teaching and Learning Methods

Teaching and learning best practice will be applied, this includes active learning methods and varied strategies that promote co-operation, support participation and negotiation, encourage reflection and consider risk reduction.

A Safe Learning Environment

In order for CCW or RSE to be conducted safely the following will be in place:

- Group agreements or ground rules are negotiated, explained, displayed and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of the ground rules/group agreement.)
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios will be used to help to keep students safe. There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained. Students will understand how disclosures will be handled.
- Students will be expected to engage and listen during lessons, however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- The correct names for body parts will be used and slang terms will not be used.
- The meanings of words will be explained in a sensible and factual way.
- Signposting to sources of support when dealing with sensitive issues

Groupings

RSE takes place within mixed gender classes with the CCW teachers. There may be times when choosing particular mixes of genders may be useful. It is important to note that although separated genders may have different activities on occasions the messages and information they receive will be consistent. It is important that both genders learn about each other's changes etc. It is also important to note that at times, friendship groupings may be the safest way for students to discuss an issue. It will be left to the teacher's discretion to make these decisions.

Asking and Answering Questions

Teachers will attempt to answer student's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use that a skill and discretion in these situations, and if necessary, refer to the DHT and/or CCW lead for advice and support.

Teachers will apply the following principles:

1. Clear guidance will be established about what is appropriate and inappropriate in a whole class setting-group agreement/ground rules will help to achieve this.
2. If a student's question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later on an individual basis.
3. Personal questions should be referred to the ground rules/group agreement.
4. Teachers will set the tone by speaking in a matter-of-fact way and ensuring that student's discuss issues in a way which encourages thoughtful participation. As previously mentioned, humour may be used appropriately.
5. If a teacher is concerned that a student is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.

A Normative Approach

Our staff will keep in mind that majority of our students are not engaging in sexual relationships and inappropriate sexual behaviour. In RSE we communicate a positive attitude about the behaviour of our students, and we use a range of data and research to correct misconceptions about young people's sexual behaviour.

Visitors

A visitor can enrich, but not replace, the RSE curriculum as a planned event with the teacher present. It is particularly useful when visitors have expertise and/or provide a service to students.

Resources

Teaching resources will be selected on the basis of their appropriateness to students and their impact.

Continuity, Progression and Assessment

Continuity and progression will be generated through the adoption of a whole Academy approach to the planning and delivery of outcomes covering knowledge, skills and attitudes developed in response to the baseline (needs) assessment of students building on previous/existing knowledge, experience and understanding. Baseline, self, peer and end of module assessments will contribute to the effective delivery of RSE. Although progress in learning will be monitored and Granville grades used for CCW reporting purposes, students will not be graded for RSE.

Students existing knowledge needs to be the starting point for all RSE work. Needs assessment will be built into some lesson planning as each group may have different knowledge, experience and understanding.

The high levels of expectation for the quality of the work produced in RSE will be the same expectations as in any other subject area.

The elements of RSE that form part of the Science curriculum are assessed in accordance with the requirements of the national curriculum. Learning from other elements of RSE is assessed as part of the CCW provision and builds on existing academy systems.

Parental Concerns and Withdrawal of Students

We work in active partnership with parents/carers, value their views and keep them informed about our RSE provision. If a parent/carer has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision and will work to ensure the safety of that child.

Parents have a legal right to withdraw their children from dedicated sex education lessons delivered outside the science curriculum. They do not have a right to withdraw their children from those aspects of RSE that are taught in national curriculum Science or where RSE arises naturally in other subject areas.

Personnel and Training

The Deputy Headteacher and CCW co-ordinator are regularly trained and updated in this fast moving subject area. They are responsible for RSE.

To ensure quality delivery of RSE, the staff who deliver RSE have appropriate and regular training to keep them updated. The Academy is committed to ensuring that everyone involved with teaching, or supporting the teaching of RSE receives appropriate and ongoing professional development in order to maintain a whole Academy consistency and high standards for the children/young people in our care.

All new staff will be made aware of the SRE policy via the staffdocshare folder.

Consultation, Policy Development and Review

In order for everyone to be consulted effectively, it may be necessary to ensure that governors and parents receive awareness training and/or information about RSE on occasions.

The academy will ensure that parents/carers are: made aware of the academy's approach to RSE; involved in the review of the RSE policy; made aware of the academy's CCW curriculum; and encourage them to support their child's learning at home through shared learning activities, if appropriate.


This policy document was produced in consultation with the entire academy community, including students, parents, academy staff, governors and other appropriate stakeholders. This document is freely available to the entire academy community. It has also been made available on the academy website.

It will be reviewed on an annual basis.

Curriculum Plan of RSE teaching

Year Group:	Term 1: 14 weeks – 7 lessons	Term 2: 12 weeks – 6 lessons	Term 3: 12 weeks- 6 lessons
7	<p>Healthy and safe Lifestyle:</p> <ol style="list-style-type: none"> 1. Playing your part at Granville (Linked to G.R.A.N.V.I.L.L.E) 2. Staying Safe (social media) 3. Staying safe 4. Bullying 5. Bullying (dealing with conflict) 6. My aspirations 7. Careers – Visitor to discuss their career(raising aspirations) 	<p>Healthy and safe Lifestyle:</p> <ol style="list-style-type: none"> 1. Managing changes /Sexual Identity 2. LGBT 3. Mental Health and Wellbeing 4. Mental Health and Wellbeing 5. Drugs (Potential legal high workshop) 6. Drugs (Smoking – NHS Workshop) 7. Resilience 	<p>Democracy:</p> <ol style="list-style-type: none"> 1. Charity awareness(Link with the charity day) 2. Enterprise (Link with the charity day) 3. Equality and diversity 4. Rights and responsibilities as a British Citizen (British values) 5. Britain's Government 6. What makes a good Citizen?(Reflection from beginning of the year – term 1/lesson 1)
8	<p>Healthy and Safe Lifestyle</p> <ol style="list-style-type: none"> 1.Playing your part at Granville (Linked to G.R.A.N.V.I.L.L.E) 2.Healthy eating and the Importance of exercise 3.Eating disorders 4.Mental health and wellbeing 5.Drugs 6.Bereavement 7.Self-Harm 	<p>Healthy and Safe Lifestyle:</p> <ol style="list-style-type: none"> 1.Resilience 2.SRE 3.SRE <p>Careers:</p> <ol style="list-style-type: none"> 1.What jobs are available? 2.Specific jobs – what is involved in running a football/hospital? 3.What alternative qualifications out there – what can make me stand out from the crowd? 	<p>Democracy:</p> <ol style="list-style-type: none"> 1.Rights and responsibilities 2.Young people and the law 3.Local Government 4.National Government – what are the different types 5.The right to vote 6.Target Setting and personal strengths (reflection on the year)
9	<p>Healthy and Safe Lifestyle :</p> <ol style="list-style-type: none"> 1.Playing your part at Granville (Linked to G.R.A.N.V.I.L.L.E) 2.Racism 3.Homophobia 	<p>Healthy and Safe Lifestyle:</p> <ol style="list-style-type: none"> 1.Social media (safety) 2.Grooming/sexting 3.How to manage stress 4.Self- esteem and resilience 	<p>Democracy:</p> <ol style="list-style-type: none"> 1.The Government 2.Rights and Responsibilities in society 3.Stereotyping and prejudice 4.Voluntary work

	<p>4. Sexual Bullying</p> <p>5. Parenting/contraception</p> <p>6. Healthy v unhealthy</p> <p>7. Mental Health and Wellbeing An option lesson maybe required in term one dependant on when students have to choose their options.</p>	<p>Careers:</p> <p>1. 14-19 options</p> <p>2. The world of work</p> <p>3. How to make the correct choice for you?</p>	<p>5. Freedom of speech</p> <p>6. Work experience</p>
10	<p>Healthy and Safe Lifestyle:</p> <p>1. Playing your part at Granville (Linked to G.R.A.N.V.I.L.L.E)</p> <p>2. Sex and Relationships (Safety)</p> <p>3. Sex and Relationships (Abusive relationships) and the law (Consent)</p> <p>4. STI's</p> <p>5. Sexual Identity</p> <p>6. Emotional Resilience</p> <p>7. Drugs and alcohol abuse</p> <p>8. Peer pressure (Drugs) – how to get support and help</p>	<p>Careers and work experience:</p> <p>1. Work experience preparation</p> <p>2. Work experience preparation</p> <p>3. Employability</p> <p>4. Employment rights</p> <p>5. Health and Safety in the workplace</p> <p>6. Private and voluntary sectors</p>	<p>Democracy:</p> <p>1. Community cohesion</p> <p>2. Migration</p> <p>3. Economic Understanding and Personal Financial Capability</p> <p>4. Economic Understanding and Personal Financial Capability</p> <p>5. Economic Understanding and Personal Financial Capability</p> <p>6. Consumer laws and rights</p>
11	<p>Healthy and Safe Lifestyle:</p> <p>1. Playing your part at Granville (Linked to G.R.A.N.V.I.L.L.E)</p> <p>2. Domestic Violence</p> <p>3. Understanding loss and change</p> <p>4. Divorce and relationship breakdown</p> <p>5. Bereavement</p> <p>6. Managing emotions</p> <p>7. Work/life balance</p>	<p>Careers:</p> <p>1. Budgeting and saving - Debt</p> <p>2. Post 16 finance</p> <p>3. Interview techniques</p> <p>4. CV</p> <p>5. Communication and negotiating skills</p> <p>6. Unemployment</p>	<p>Exam Preparation/ Revision</p>
Assemblies	<p>Assembly Annual Plan – see theme of fortnight plan on Academy calendar / staffdocshare</p>		
Deep Learning Days	<p>Prison me no way (Year 9) – 18th November</p> <p>Road Safety</p> <p>Sex and Relationships (28th September)</p>	<p>Work experience (18th November)</p> <p>Prison me no way (Year 9) – 18th November</p>	<p>Interview day (April)</p>
Form Time	<p>Fair trade</p>	<p>Exams – How to revise</p> <p>Dealing with stress</p>	

Signed  Jo Kingswood (Principal)

Signed David Gaskin (Chair of Governing Board)