

<b>Policy and Procedure Number:</b>	<b>A10</b>	<b>October 2018</b>
<b>Management Area:</b>		<b>Section A</b>
<b>RELATIONSHIPS AND SEX EDUCATION POLICY</b>		

Date last reviewed: **October 2018**      Governors' minute number: **FG19118/11a**

# Relationships and Sex Education Policy

## Why Do We Teach Relationships and Sex Education?

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 2017 says:

“Relationships and RSE will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face. They will likely focus on:

- **different types of relationships**, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;
- how to recognise, understand and build **healthy relationships**, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may **affect health and wellbeing, including mental health**;
- healthy relationships and **safety online**; and
- factual knowledge, at secondary school, around **sex, sexual health and sexuality**, set firmly within the context of relationships”

As a school we recognise the importance of all the above and aim to deliver an information RSE programme addressing all of these points. Safeguarding our children and young people now and in their future, it is important element of our RSE programme. We understand that effective sex and relationship education is essential if young people are to make well-informed decision about their lives.

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

The spiritual development of pupils 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 pupils 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 pupils is shown by their:

- Use of range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of communities and social setting, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

The role of PSHE, citizenship education and SMSC in obtaining good outcome in section 5 from September 2018.

## **What does our 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 (See Appendix 1 for the content delivered to the different year groups).

### **Equal Opportunities**

We recognise that children have varying needs regarding RSE depending on their circumstances and background. The school believes that all people should have access to RSE that is relevant to their particular needs. To achieve this, the school'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 pupils 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 and discuss provision with parents where we deem it appropriate.
- Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils 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 school's statutory duty to keep pupils safe and deliver certain elements of the statutory RSE curriculum.
- Some of our pupils will go on to define themselves as Lesbian, Gay, Bisexual or Trans (LGBT). Some pupils may have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our pupils 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 pupils 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?**

1. This school has a caring ethos that models and supports positive relationships between all members of the school community.
2. Within the taught, age-appropriate PSHE days.
3. Within Science as stipulated by the national curriculum and/or as negotiated with the PSHE coordinator.
4. Through other curriculum areas for example Drama, English etc.
5. Through assemblies.
6. Through pastoral support.
7. By the provision of appropriate leaflets and signposting to other information sources.
8. Via drop-in clinics or other forms of enhance provision.

9. Via targeted intervention, where appropriate, with vulnerable individuals.
10. Delivery in response to incidents.
11. Delivery via allocated British Values registration.

## **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 PSHE 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 an 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 pupils safe. There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained. Pupils will understand how disclosures will be handled. We will not expect a group to keep what is discussed within the classroom, within the room.
- Pupils 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.
- In most cases, the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Humour is an important element of the PSHE classroom, however we will laugh together.
- Signposting to sources of support when dealing with sensitive issues

### **Groupings**

RSE takes place within mixed gender classes or single gender groups as deemed appropriate and relevant with the pupil's usual teacher. 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 pupils 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 pupil'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 PSHE coordinator 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 pupil'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 pupils' discussion issues in a way which encourages thoughtful participation. As previously mentioned, humour may be used appropriately.
5. If a teacher is concerned that a pupil is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed and discussed with a line manager as soon as practicable.

## **A Normative Approach**

Our staff will keep in mind that majority of our pupils are not engaging in sexual relationships and inappropriate sexual behaviour. In RSE we communicate a positive attitude about the behaviour of our pupils, 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 pupils. Procedures with visitors will follow the Policy A08 – The Child Protection and Safeguarding policy.

## **Resources**

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

## **Continuity, Progression and Assessment**

Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and attitudes developed in response to the baseline (needs) assessment of pupils building on previous/existing knowledge, experience and understanding. Baseline, self and peer will contribute to the effective delivery of RSE. We will not be levelling PSHE or RSE work.

Pupils 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 PSHE provision and builds on existing school systems.

## **Parental Concerns and Withdrawal of Pupils**

We work in active partnership with parents/carers, value their views and keep them informed about our RSE provision. We will send a letter to parents in advance of any PSHE days involving RSE explaining material that is likely to be covered. 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**

There is a PSHE coordinator who is regularly trained and updated in this fast moving subject area. They are responsible for RSE.

To ensure quality delivery of RSE, the staff deliver RSE have appropriate and regular training to keep them updated. The school 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 school consistency and high standards for the children/young people in our care.

All new staff will be signposted to the RSE policy.

### **Monitoring and Evaluation**

The programme is regularly evaluated by the PSHE coordinator. The views of the pupils and teachers who deliver the programme, will be used to make changes and improvements to the programme on an ongoing basis. The needs assessment is built into the lessons will also inform any changes to the curriculum.

PSHE staff receive the same teaching and learning monitoring and support as other subjects. The PSHE coordinator receives time in order to carry out this process.

### **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.

This document is freely available to the entire school community. It will be reviewed on a regular basis.

Review date.....

Signed..... Chair of Governors

Date.....

### **Policy Links**

- A02 – Anti – Drugs Policy
- A08 – Child Protection & Safeguarding
- C13 - Confidentiality
- A01 - Anti-Bullying
- E15 - Teaching & Learning



## **Appendix 1**

### **Sex and relationship education**

All students will participate in some form of sex and relationship education (SRE). It involves teaching children about reproduction, sexuality and sexual health. It does not promote early sexual activity or any particular sexual orientation.

Some parts of sex and relationship education are compulsory - these are part of the national curriculum for science. Parents can withdraw their children from all other parts of sex and relationship education if they want by providing a written request to the Head of Curriculum Area for PSHE – Miss Smith. All parents are informed of the sessions, in advance of each programme commencing.

In Year 7, pupils learn about the changes that take place during puberty. This allows the opportunity for playground myths to be dispelled and provides the opportunity for students to understand both the physical and emotional changes that take place during adolescence. People from the integrated Sexual Health Services for the NHS visit the school to speak to pupils. Pupils also learn about healthy relationships and how to manage conflict.

In Year 8, work focusses on the law with students working alongside the local PCSO on topics such as sexting, keeping safe online plus the law in relation to sexual activity.

Y8 students also develop their understanding and knowledge of different relationships and equality including the LGBTQ community.

In Year 9, the curriculum looks at sexual health, different methods of contraception, future risks linked to STIs and the importance of consent. External visitors from the integrated Sexual Health Services for the NHS work with students to cover the range of different aspects of this area.

In Years 10 and 11, work covers a range of more mature topics and themes. Students look at teenage pregnancy and parental responsibility in young people with a focus on reality for teenage parents and challenging pre-conceived ideas and myths. In addition, students also study healthy and unhealthy relationships including domestic violence. Students in these years will also have the opportunity to revisit previously taught topics focussing on age of consent and sexuality.

Due for renewal: October 2020