



Relationship
and Sex
Education
Policy

June

2019



AIMS

We seek to fulfil the needs of learners in a caring, happy environment, enabling them to realise their true potential as young people and citizens.

We aim to enable our learners to:-

PREPARE for adult life in a happy, caring and purposeful environment

ACHIEVE their full potential regardless of individual need

CCARE for everyone and encourage respect and tolerance

ENJOY education and rejoice in success



Moving Forward Together

This policy covers our school's approach to Relationship and Sex education (RSE). It was produced through consultation with pupils, staff and governors. The school will ensure a coherent and developmental approach, which will contribute to and build on the work already undertaken in primary schools.

We define 'relationship and sex education' as lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.

We believe relationship and sex education is important to our students and our school because effective relationship and sex education is essential if young people are to make responsible and well informed decisions about their lives. Our programme will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Aims

Our school's overarching aim is to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives, and become informed and active citizens. We aim to deliver the work in an accepting and honest way which enables young people, whatever their gender and/or sexuality to contribute.

- To enable young people to develop the skills necessary to protect themselves from exploitation
- To enable young people to develop the ability to understand the consequences of their decisions and actions
- To promote the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.

Equality

We ensure Relationship and Sex education is inclusive and meets the needs of all our students, including those with special educational needs and disabilities (SEND) by providing a bespoke relationship and sex programme for pupils with social and communication needs which will be delivered on an individual or small group basis by the learning support team.

We ensure Relationship and Sex education fosters gender equality and LGBT+ equality by including work on gender identity and sexual orientation within our programme.

The school will respect how pupils choose to identify themselves and our relationship and sex education must be sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes.

Lessons will help our young people to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours, use of prejudice-based language and how to respond and ask for help.

We will assess the needs of different pupils by working with parents, the pastoral team and the learning mentor.

Outcomes

The intended outcomes of our programme are to help and support young people through their physical, emotional and moral development. The programme followed will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. Objectives include:

- To develop the skills and understanding they need to live confident, healthy and independent lives.
- To complement other aspects of the curriculum and school life, in helping pupils deal with difficult moral and social questions.
- To develop pupils' confidence and self esteem
- To develop pupils' knowledge about healthier and safer lifestyles in order that they are able to make informed decisions
- To develop pupils' knowledge and understanding about the services that are available
- To provide opportunities for young people to develop effective fulfilling relationships
- To provide opportunities for young people to develop an understanding of and respect for difference

Our programme will promote:

Attitudes and values

- the importance of values and individual conscience and moral considerations
- the value of family life, marriage, and stable and loving relationships for the nurture of children;
- the value of respect, equality, love and care;
- explore moral dilemmas
- developing critical thinking as part of decision-making.

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 an understanding of difference 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.

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 sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and the avoidance of unplanned pregnancy.

Current regulations under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life

The 2006 Education and Inspections Act laid a duty on Governing bodies 'to promote the well-being of pupils at the school.

All young people are entitled to receive relationship and sex education including work on HIV, AIDS and other sexually transmitted infections. Sex education is compulsory as part of the statutory science curriculum. PSHE education will explore what lifestyle choices young people may wish to make, and having made those choices what language, strategies and skills they need to stay healthy and safe. Both teams will liaise in order to ensure coherence and complementary practice.

Revised Department for Education statutory guidance (expected to be implemented from September 2019) will state that schools must deliver relationship and sex education.

How will we ensure the curriculum is balanced?

While promoting the values above, we will ensure that pupils are offered a balanced programme by offering a range of viewpoints and clear, impartial information as well as the law relating to topics such as female genital mutilation, abortion, consent and equality.

How does the RSE policy links to other school policies and subjects on the curriculum?

This policy complements the policies on anti – bullying, safeguarding, and confidentiality. Learning about relationships and sex in PSHE classes will link to and complement learning in Science, Citizenship and RE.

RSE also links with the ICT curriculum as pupils must be able to recognise ways they could put themselves at risk through the use of technology. In PSHE pupils will explore the risks, the law as it pertains to the sharing and downloading of images and information and safe ways of sharing personal information, social networking and sharing images.

Child Protection

The School has a Child Protection Policy, which is available on request.

Confidentiality

It is the responsibility of the school to support young people but no individual should guarantee a child absolute confidentiality.

Young People should be made aware that 'confidences' may be shared among the staff of the

school if that is seen to be beneficial for the young person's wellbeing and/or the teacher's ability to deal with the issue. Young people should be made aware that under the **Children Act 1989**, adults may do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child's welfare.

Documents that inform the school's relationship and Sex Education policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

The Use of Visitors

Any 'visitor' to the classroom is bound by the school's policy on confidentiality regardless of whether they or their organisation has a different policy

The LEA expects that visitors would only be used as part of an on-going process in which the expertise of visitors is used to enhance and support teacher skills. Visitors should not be used as a replacement for the teacher – research shows that the teacher is the most effective person to deliver relationship and sex education – they have on-going relationships with the young people.

The intended curriculum for pupils in key stage 3 and 4

Our RSE programme is an integral part of our whole school PSHE provision and will cover:

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
- understanding human sexuality, the reasons for delaying sexual activity and the benefits to be gained from such delay, and about obtaining appropriate advice on sexual health.
- how to recognise and manage emotions within a range of relationships
- how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
- contraception and sexually transmitted infections
- about the concept of consent in a variety of contexts (including in sexual relationships)
- ways that pupils could put themselves at risk through the use of technology. The law as it pertains to the sharing and downloading of images and information.
- Misconceptions that pornography can portray
- The significance of marriage and stable relationships as key building blocks of community and society.
- about managing loss including bereavement, separation and divorce
- to respect equality and be a productive member of a diverse community
- how to identify and access appropriate advice and support.

We will ensure RSE is matched to the needs of our students by consulting with young People and staff about the content and delivery of the relationship and sex programme through baseline assessment methods , to establish pupil's different starting points. This will inform any further

changes to curriculum content and policy development.

The overall responsibility for policy monitoring and evaluation remains with the Governing Body.

Delivery

Relationship and sex education will be firmly rooted in the framework for PSHE and will be delivered in mixed sex groups. The relationship and sex education programme will be led by the Head of PSHE who will support a team of teachers. Training will be provided through inset by the PSHE lead.

The delivery of the programme will be supported by the school's Emotional Wellbeing coordinator who will assist in the delivery of lessons when appropriate.

Young people will be consulted before the programme begins and complete a baseline assessment in order to ascertain their needs and they will be involved in evaluating each lesson and the overall programme.

We will ensure a safe learning environment by negotiating ground rules for discussion within the classroom and will highlight the need for confidentiality to protect pupils and staff. By using distancing techniques to de-personalise any discussions this should facilitate open and honest discussions. An example of this would be 'I know someone who....'

Our RSE programme will be taught through a range of teaching methods and interactive activities, including group work, role-play, scenarios, decision making exercises and discussions.

To ensure equality a bespoke relationship and sex programme is available for pupils with social and communication needs.

The pupil's questions will be answered honestly and openly when appropriate, taking into account their prior learning and readiness. We will allow pupils to raise anonymous questions by the use of a question box where pupils who are not comfortable raising questions in an open setting may ask questions to be responded at a later date.

Answering Difficult Questions

Teachers will establish with the young people a set of ground rules so that young people are aware of the parameters. For example: -

- If a question is too personal, remind the young person about the ground rules.
- If the young person needs further support, refer them to the school health advisor, school counsellor, helpline or an outside agency or service.
- If a question is felt to be too explicit, acknowledge it and meet with the young person later. If the answer to a question is not known – say so. The class and teacher can research the information together.
- Any concerns about sexual abuse should be followed up under the child protection procedures.

High quality resources will support our RSE provision and will be reviewed regularly. Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context.

Teachers are aware that effective Relationship and Sex Education, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. If we have any reason to believe a pupil is at risk, we will report the information to a member of the child protection team within school who will take appropriate action.

Assessment

We will assess pupil's learning by a variety of different methods. Pupils will complete a baseline assessment at the start of the unit and will revisit at the end to show progress in their learning. Pupils will also complete an extended piece of writing at the end of the relationship and sex education unit in Years 7-11. Pupils will review and reflect on their own learning during lessons and self-assess their learning through the completion of a progress sheet which outlines the learning outcomes for each lesson.

Progress booklets provide an overview of the learning in each year group.

Procedures for Policy Monitoring and Evaluation

Young People and staff will be consulted about the content and delivery of the relationship and sex programme through baseline assessment methods to establish pupil's different starting points. This will inform any further changes to curriculum content and policy development.

Teachers will critically reflect on their work in delivering RSE and will inform the Head of PSHE if they feel that improvements or changes could be made. The overall responsibility for policy monitoring and evaluation remains with the Governing Body.

Working with Parents

This policy will be available to parents on the school website

The School is committed to working with parents as part of its work towards being a healthy school. We want parents to be fully aware of what is being taught and we will offer support by informing parents of our policy and curriculum content through our website and will notify parents when particular aspects of relationship and sex education will be taught through our e bulletin.

Parents can under section 405 of the Education Act 1996 withdraw their child from all or part of any RSE provided, with the exception of the biological aspects included in national curriculum science.

We will communicate to parents about their right to withdraw their children from relationship and sex education lessons by e mail and in the school induction booklet

If any parent of any pupil requests that she/he may be wholly or partly excused from receiving sex education at the school, the pupils shall except in so far as the education is compromised in the National Curriculum be so excused accordingly until the request is withdrawn.

Parents wanting to exercise this right are invited to see the Head of PSHE who will explore their concerns and discuss any impact that such action may have on the child, including the possible negative experiences or feelings that may result.

If a parent requests that their child be removed from RSE lessons, the school will provide support through individual work with our school emotional wellbeing co-ordinator or learning support staff.

Young People who are absent from school during relationship and sex education will receive such education during the following year's work, when the topics will be revisited and expanded on.

Guidelines on how to support pregnant pupils in school

The responsibilities of the LEA

- LEA's have a duty to provide suitable education for all pupils for whom they are responsible, including pupils of compulsory school age who become parents.' Suitable education' must meet the particular needs of the pupil, their parents or carers and their school must be consulted to secure a package which is suitable to their age, ability, aptitude and individual needs, including any special educational needs they may have.
- Pupils with statements who become pregnant will be treated in the same way as other girls under the LEA's teenage pregnancy strategy
- A member of the Education Welfare Service should be nominated to be responsible for teenage pregnancy.
- It is the responsibility of the LEA to collect data on the attainment of teenage parents attending school. Their transition to further education or employment should also be monitored and recorded.
- LEA's have a duty to provide 'suitable' education to pupils who are unable to attend school. For pregnant teenagers or those who are mothers, the young woman's school will oversee her education, including setting and marking the work while she is away. The LEA may find a place at a pupil referral unit or other educational centre during periods of absence from school, or choose to provide home tuition. Decisions will be taken in the light of individual needs.
- If a young woman is off school with a pregnancy related illness, the DfE Circular 10/94 on the education of sick children applies. Reintegration officers, the Connexions Service and Sure Start Plus personal advisers will provide a route for re- engaging young mothers who have dropped out of the system altogether.

Responsibilities of the school

The school aims to provide an encouraging, friendly environment to ensure that a pupil's future career and personal development opportunities are not compromised by a young pregnancy.

Pregnancy is not a reason for exclusion from school. Health and safety is not a reason to prevent a pregnant pupil attending school. The school aims to keep the pregnant pupil or school age mother in learning. The pupil will be kept on roll, even if she may not attend or a period of time. Should the headteacher consider the school is no longer a suitable environment for the education of that young person, the pupil, her parents, the LEA and the pupil's Connexions or Sure Start Plus personal adviser should be involved in deciding the most suitable provision for that young person

If the school becomes aware that a pupil is pregnant

- Teachers should ensure that they act consistently with the confidentiality policy. The school's confidentiality policy informs pupils that the school cannot guarantee unconditional confidentiality, and pupils will be informed if knowledge is to be shared and who will be in receipt of such knowledge.
If a pupil or their friend informs you that they may be pregnant, the case must be judged individually.

- A pupil should receive full information about services in her local area, should know how to access them and have the opportunity to talk through the options available to her.
- In case where the pupil decides to continue with her pregnancy, the pupil will be advised to inform the headteacher and the nominated LEA officer so that arrangements can be made for her continuing education
- The headteacher will respect the young woman's wishes on confidentiality, in line with school policy. The headteacher will make sure that the pregnancy is dealt with sensitively by teachers and pupils within the school.
- A member of school staff will assist the young woman to take responsibility for her continuing education. The nominated member of staff is not obliged to tell the pregnant pupil's parents or carers unless required to do so by school policy, but they will take steps to **encourage the young woman to talk to her parents or carers.**
- In the case of a young woman under the age of 16, if a teacher believes there is a child protection issue, they should liaise with the school's designated teacher for child protection. If confidentiality has to be broken, the pupil will be informed first.
- If the father attends school, he will be included in the arrangements as appropriate.

Parental duties

Parents of teenage parents are obliged to ensure that their child attend the education provision made by the LEA

Review

This policy will be reviewed every two years to ensure it continues to meet the needs of students, staff and parents and that it is in line with current Department for Education advice and guidance

Signed

Date

