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Signed by (V Evans Chair P&L)	<i>V Evans</i>
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RELATIONSHIP AND SEX EDUCATION (RSE) POLICY

What is Relationship and Sex Education?

“Effective Sex and Relationship Education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation but be firmly rooted within the PSHE programme. The objective of Sex and Relationship Education is to help and support young people through their moral and social development. It is hoped that the programme will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood”.

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

RSE is not about the promotion of sexual activity.

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 at the school and of society, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

The 2006 Education and Inspections Act placed a duty on Governing Bodies 'to promote the well-being of pupils at the school'. The duty came into effect in September 2007. Schools also have wider responsibilities under the Equalities Act 2010 and should ensure that their school strives to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation or whether they are looked after children. This means that SRE education must be sensitive to the different needs of individual pupils and may need to evolve over time as the pupil population changes. At all times the overarching principle is to ensure the present and future wellbeing of pupils and to meet their learning needs. It is also crucial for lessons to help

children 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.

It has four broad themes and aims to support the personal and social development of children and young people:

- Develop confidence and make the most of their abilities
- Prepare to play an active role as citizens
- Develop a healthy, safer lifestyle
- Develop good relationships and respect differences between people

To be effective, RSE needs to incorporate the three main elements of:

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage and stable and living relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas; and
- 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; and
- 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.

As a maintained secondary school we must provide RSE to all pupils as per the [Children and Social work act 2017](#).

Aims

The school aims to promote a healthy lifestyle for the Students by developing skills which will help them to use their knowledge effectively.

We aim to promote moral behaviour and sexual responsibility by:

- Providing students with specific learning programmes to prepare them for a healthier life
- Promoting a healthy life style to improve their quality and expectations of life
- Providing information about what is health enhancing and harmful in their physical, mental and social development
- Increasing their personal confidence
- Encouraging respect and consideration for others

Content

Relationship and Sex Education provides knowledge and encourages the acquisition of skills and attitudes which will allow students to manage their lives in a responsible and healthy way.

Knowledge and Information

The curriculum for covering Relationship and Sex Education is regularly reviewed for each of the key stages and includes:

Key Stage 3 – puberty, personal safety and esteem featuring online safety, friendship and love, family life and relationships, sexuality, gender issues, the reproductive organs, conception and birth, reproductive health, contraception, HIV/AIDS, safer sex, sex and the law, exploitation, Female Genital Mutilation (FGM), breast ironing, marriage and forced marriage.

Key Stage 4 – personal safety and self-esteem, online safety, birth processes, abortion, early parenting, sexually transmitted diseases including HIV/AIDS, sexual lifestyles, domestic abuse and violence, prejudices and stereotyping, different faiths and cultures, exploitation, Female Genital Mutilation (FGM), breast ironing and forced marriage.

Key Stage 5 – sexual relationships and contraception; links with School Health Advisor via pastoral programme.

Values & Beliefs

The school will promote the importance of the following which are derived from the school's values:

- The development of moral and ethical values relating to their behaviour
- Respect and valuing themselves and others
- Understanding and sensitivity towards the needs and views of others
- Responsibility for their own actions
- Responsibility to the school, their family and the wider community
- Promoting the value of family life.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The Context of Relationships and Sex Education

Education has a vital part to play in achieving the 'Health of the Nation' targets, including reducing the rate of conception among the under-16s and the incidence of HIV, AIDS and other sexually transmitted diseases.

In secondary schools, the aim of Relationships and Sex Education should be to provide balanced and factual information about human reproduction, together with a consideration of the broader emotional and ethical dimensions of sexual attitudes.

In all schools, consideration should be given to any relevant religious or cultural factors, and to parents' wishes regarding the degree of explicitness of the concepts and methods of presentation.

Organisation

The Governors support a school policy to display relevant materials from approved health promoting organisations in support of the Sex and Relationships Education policy.

- Relationships and Sex Education is co-ordinated by the Lead for Social Sciences (Social Emotional Learning) Co-ordinator who is responsible for the overall planning, implementation and review of the programme.

Delivery is through:

- Planned aspects within the Science, Social Emotional Learning (Key Stage 3 and 4) and Philosophy and Ethics (Religious Education) curricula, throughout the key stages.
- Addressing moral and ethical issues which may arise from unrelated topics in all National Curriculum subjects. Within this category, as long as any discussion takes place within the context of the subject it will not be deemed to be part of the Relationships and Sex Education programme and therefore not subject to the parental right of withdrawal.

Teaching approaches:

- A variety of approaches are used to give students relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills.

Student groupings

- Students are taught in mixed gender groupings. When there is a specific need, arrangements can be made to teach Students in appropriate groups.

Resources

- A wide range of age appropriate teaching resources are available to teachers and for inspection by parents through the co-ordinators. It is important that staff feel comfortable with the subject matter needed for Relationships and Sex Education. Support will be offered through visits from outside professionals, including the School Nurse and other Health Professionals.

Specific Issues

The following issues may occur as part of Relationships and Sex Education programme. Staff, parents and Students need to understand the school's procedures.

- **Confidentiality and Advice** – Students will be made aware that some information cannot be held confidential and made to understand that if certain disclosures are made certain actions will ensue. At the same time Students will be offered sensitive and appropriate support. The following procedures will be adhered to by all adults:
 - Disclosure or suspicion of possible abuse – the school's child protection procedures will be invoked (see relevant policy)
 - Disclosure of pregnancy or advice on contraception – it is hoped that the following procedure will ensure that Students who are in difficulty know that they can talk to an adult in the school and that they will be supported. The school will always encourage Students to talk with their parents first.

Students should be asked whether they can tell their parent(s) and whether they want help in doing so. If this takes place subsequent responsibility then lies with the parent(s). If Students refuse to tell their parent(s) the adults should refer them to a health

professional. The adult should report the incident to the Child Protection Officer who will consult with the health professional about the possibility of discussing with the parents.

- **Sexual Identify and Sexual Orientation** – young people whatever their developing sexuality need to feel that Relationships and Sex Education is relevant to them and sensitive to their needs. Discussing homosexuality, alongside other sexualities, with Students in a secure climate can help to dispel myths, clarify attitudes and values and support young people who may themselves be lesbian or gay or have relatives or friends who are LGBTQ+.
- **Inclusivity** – the school’s policy is inclusive of all students. It is understood that some students may rely on school as their main source of Relationships and Sex Education and the school needs to be mindful of this and recognise any possible sensitivities.
- **Special Educational Needs and Learning Difficulties** – the school has a duty to ensure that all students with special educational needs and learning difficulties are properly included in the Relationships and Sex Education programme. Staff will need to plan work in different ways in order to meet their individual needs.
- **Family Life** – the value of family life is an important aspect, which will be approached largely through a consideration of the qualities and relationships between the group of people with an emphasis on stability, respect, caring and support.

As part of the Relationships and Sex Education programme issues of contraception, HIV/AIDS, sexuality and abortion are addressed. Facts are presented in an objective and balanced way, with Students being encouraged to consider their attitudes and values within the framework set out above. They will be made aware of the difference between fact, opinion and religious belief.

▪ **Parental Partnership**

- The school’s Relationships and Sex Education programme is intended to complement and support parents in their role. Parents are encouraged to discuss any concerns about the programme offered with the School’s Health Education and Social Emotional Learning programme co-ordinator who will be pleased to give more details, share teaching materials used and discuss the approach taken by the school
- Parents have the right to withdraw their children from the non-statutory 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.
- All parents receive a letter before we start the RSE programme of study which says they can withdraw their child from the non-statutory components of sex education.
- A copy of withdrawal requests will be placed in the pupil’s educational record. The headteacher will discuss the request with parents and take appropriate action.
- Alternative work will be given to pupils who are withdrawn from sex education.
- Any complaints about the Relationships and Sex Education Curriculum should be made to the Headteacher who will report to the nominated Governor from the Progress and Learning Committee.
- A teacher’s pastoral concerns should never trespass on parental rights and responsibilities. As a general rule, teachers should not give contraceptive advice to an individual student under the age of 16. A student requesting advice on any aspect of sexual behaviour should be encouraged to discuss the matter with his/her parents and if appropriate a relevant health professional. A teacher, who believes that a student’s conduct might entail moral or physical risk or be in breach of the law, must ensure that he/she is aware of the implications. The Deputy Head or Headteacher should be

informed who will counsel the pupil and if he/she is underage, arrange for parents to be informed. Guidance in cases of suspected child abuse is outlined in the Child Protection Policy.

▪ **Monitoring and Review**

- Relationships and Sex Education will be monitored through whole school and faculty QA processes and evaluated by the Governors' Progress and Learning Committee. The policy will be reviewed annually.

▪ **Dissemination of the Policy**

- The full policy, programmes of study and DfE guidelines (2000) are available to parents on request.

▪ Other policies which have relevance to Sex and Relationship Education are:

- Equal Opportunities
- Race Equality
- Anti-bullying
- Child Protection
- Resume of policy as presented in School Prospectus