



Relationships and Sex Education Policy

Policy Review

In July 2018 the government issued draft guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education, which is due to become statutory in Sept 2020. The final guidance, which should be ready for September 2019, will inform our own policy. For this reason we intend to delay the formal review of our current policy to ensure that the updated policy reflects the aims and objectives of the final guidance and meets statutory requirements.

Although much of the current policy is likely to remain unchanged, the draft guidance acknowledges the increasing complexity of a world in which young people live “their lives seamlessly on and offline.” For this reason, there will almost certainly be a greater emphasis on young people’s responsibilities and opportunities online, addressing internet safety and harms. There is also likely to be a greater emphasis on developing the positive virtues of honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice.

The government’s draft guidance is currently being used to review both our current policy and our practice but an updated Belper School and Sixth Form policy will not be produced until the final draft of the guidance has been published in the spring or summer of 2019

Policy adapted from (if applicable): Derbyshire Children and Young People’s Health Promotion Programme: School Relationships and Sex Education Model Policy

Governing Body Sub-committee

Name: Curriculum and Performance
Date approved: 2 July 2015

Why do we teach Relationships and Sex Education?

The term Relationships and Sex Education (RSE) is used in this policy rather than the more common term Sex and Relationships Education (SRE). 'Relationships and Sex Education' relates to essentially the same content and aims as SRE, but demonstrates a commitment to our understanding of the importance of learning about relationships first and foremost. For the purposes of this policy we have used RSE in place of SRE, except when referring to nationally or internationally produced evidence and guidance, which already uses the term SRE.

The Department of Health highlighted the need for all children and young people to receive high quality sex and relationships education in the *Sexual Health Improvement Framework (2013)*, while the Department for Education's paper *The Importance of Teaching (2010)* confirmed that 'Children need high quality sex and relationships education so they can make wise and informed choices'. The school has a key role, in partnership with parents/carers, external professionals and agencies, in providing RSE.

Our approach goes beyond the provision of biological information to focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships. According to the latest DfE guidance (Sept 2012), Sex and Relationships Education (SRE) at Secondary level ...

"includes learning how to develop mutually respectful personal relationships and the importance of stable relationships to family life and how risky sexual behaviour contributes to the spread of STIs (Sexually Transmitted Infections) and unplanned pregnancy".

DCSF Press Release 23 October 2008

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

What is RSE?

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of marriage, civil partnership, family life, stable and 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
- Learning to respect and value difference and diversity
- Learning the implications (social, emotional and economic) of lifestyle choices in relation to relationships and families
- Rights and responsibilities, for self and others
- Commitment to their own safety and that of others
- Gender equality
- That violence and coercion in relationships are unacceptable

Personal and social skills

- Learning to identify their own emotions and those of others
- Learning to manage emotions and relationships confidently and sensitively
- Learning to manage change
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Learning to make and carry out informed decisions
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to identify risk
- Coping with and resisting unwelcome peer pressure
- Learning how to recognise and avoid exploitation and abuse
- Communicating openly and respectfully about sex and relationships
- Asking for help and accessing advice and services

Knowledge and understanding

- Learning and understanding emotional and physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about a safe and healthy lifestyle based on accurate information
- Learning about seeking appropriate help and advice
- Understanding the benefits of loving, rewarding and responsible relationships
- Learning how to resist unwelcome pressures to be sexually active and protective behaviours
- Learning how to avoid unplanned pregnancy and Sexually Transmitted Infections (STIs)
- Learning about pregnancy and the choices available
- Understanding legal aspects of sexual behaviour
- Learning about the links between sexual health and alcohol
- Learning about the impact of coercion and violence and understanding that consent is critical

How RSE is provided

1. Within the taught, age appropriate spiral RSE programme within Personal and Social Education (PSE) managed by the Head of Year
2. Through Science managed by the Head of Faculty for Science
3. Through other curriculum areas delivering aspects (e.g. Drama, English/Literacy, Computing etc.)
4. Assemblies
5. Via targeted pastoral support and intervention where appropriate with vulnerable individuals (please see relevant policies)
6. By the provision of appropriate information through leaflets, books and websites
7. Via drop in clinic (school nurse) or other forms of enhanced provision where appropriate
8. Delivery in response to incidents
9. Through Theatre in Education

Teaching Methods and Resources

Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of clearly defined and progressive learning objectives covering knowledge, skills and understanding developed in response to needs assessment of students' existing knowledge, experience and understanding.

RSE takes place within mixed sex classes or single gender groups as deemed appropriate and relevant, with the students' tutor. Active learning methods, which involve students' full participation, are used.

Safe Learning Environment

RSE is conducted in a safe learning environment through the use of ground rules and distancing techniques so that students are not put on the spot or expected to discuss their own personal issues in class. For example:

- Nobody, (teacher or student) should be expected to answer a personal question
- No one will be forced to take part in a 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

Resources

According to Brook, the PSHE Association and the Sex Education Forum in their supplementary advice document *SRE for the 21st Century* (2014): 'A trained, confident and competent teacher is better than any video, card pack or other teaching material....'

Resources – especially those that are freely available on the internet – should be checked to make sure they support inclusion, contain accurate information from authoritative medical sources, and clearly separate opinions, beliefs and facts.'

Visitors such as the School Nurse or Theatre in Education group may supplement the RSE curriculum as planned events with the teacher present. On occasions, a teacher other than the usual tutor may take the class to deliver a particular aspect of the course. Teaching resources are selected on the basis of their appropriateness to students. Students are able to access information independently and confidentially via the School Nurse, and advertised websites.

Answering and Asking Questions

In most cases teachers will attempt to answer students' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to the Head of Year for advice and support. Teachers will also follow the following guidance:

- Teachers will establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- If a student's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later on an individual basis.
- If a question is too personal the teacher should remind the students of the ground rules.
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that students discuss issues in a way which encourages thoughtful participation.
- Students may have opportunities to write down questions anonymously and post them in a class question box. The teacher will have time to prepare answers to questions before the next session, and can choose not to respond to any questions which are inappropriate to address in whole class discussions.
- If a teacher is concerned that a student is at risk of sexual abuse the Child Protection Team should be informed and the usual child protection procedures followed.

A Normative Approach

Our staff keep in mind that the majority of our students are not engaging in sexual relationships and 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.

Equal Opportunities

Students may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all students 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:

The needs of boys as well as girls - Girls tend to have a greater access to RSE than boys, both through the media (particularly magazines) and the 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 and sexist bullying.

Ethnic and cultural diversity - Different ethnic and cultural groups may have different attitudes to RSE. The school 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.

Varying home backgrounds - We recognise that our students may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of students based on home circumstances.



Sexuality - On average, about 10% of our students will go on to define themselves as gay, lesbian, bi-sexual or trans-gender (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 at some point in their lives. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying (see Anti-bullying policy).

Special Educational Needs - We shall take account of the fact that some students may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs at times.

Parental concerns and withdrawal of students

Parents/carers 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 issues arise incidentally in other subject areas.

We will 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 any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision.

Assessment

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

The elements of RSE that form part of the Science curriculum are assessed in accordance with the requirements of the National Curriculum. The learning from the other elements of RSE is assessed as part of the PSE provision and builds on existing systems.

See PSE Policy.

Personnel

The SRE co-ordinator is the Head of Year, having responsibility for their Year Group, with an overview by the Leadership Group (Designated Assistant Headteacher).

Monitoring and Evaluation

The programme is regularly evaluated by the Heads of Year as the RSE co-ordinators. The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis. The Assistant Headteacher with overall responsibility for PSE will work with Heads of Year to monitor provision.

Policy Development and Review

This document is freely available to the entire school community. It has also been made available on the school website and copies are kept in the school's main office and in Heads of Year offices.

It will be reviewed on a bi-annual basis. If new guidance becomes available it may be necessary to review this policy at an earlier date.

Review date by July 2017

Policy and Improvement Plan Links

Anti-bullying Policy
Behaviour Policy
Child Protection and Safeguarding Policy
PSE Policy
SEN Policy
Belper School Improvement Plan (SIP)
PSE Area Improvement Plan

References

Brook, the PSHE Association and the Sex Education Forum (2014) Sex and Relationship Education Guidance DfEE (0116/2000) <http://www.sexeducationforum.org/resources/sre-advice-for-schools.aspx>ships Education (SRE) for the 21st Century; Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) <http://www.sexeducationforum.org.uk/resources/sre-advice-for-schools.aspx>

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DfE (2014) Keeping Children Safe in Education; statutory guidance for schools and colleges, Crown copyright. <https://www.gov.uk/government/publications/keeping-children-safe-in-education>

DfE (Sept 2012), Sex and Relationships Education (SRE) at Secondary level

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DfE (2010) The Importance of Teaching

*DfEE (2000) Sex and Relationship Education guidance, Crown copyright.
<https://www.gov.uk/government/publications/sex-and-relationship-education>*

Department of Health (2013) Sexual Health Improvement Framework

*National Children's Bureau for the Sex Education Forum (2014) SRE Policy
Guidance: A step-by-step guide to updating your school sex and relationships education policy*