



# Relationships and Sex Education Policy

Policy adapted from (if applicable):

DCC model policy

**Governing Body Sub-committee**

Name:

Full Governing Body

Date approved:

4 July 2020

# Intent

## Why Do We Teach Relationships and Sex Education?

This school policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2019).

Relationships and Sex Education and Health Education are taught in this school as statutory subjects through an integrated PSE programme of work.

Relationships and Sex Education make a significant contribution to the school's legal duties to

- prepare students for the opportunities, responsibilities and experiences of adult life, and
- promote the spiritual, moral, social cultural mental and physical development of students

*It is taught in the context of our ethos, the core of which is built on respect, inclusivity and responsibility, nurturing students to be individuals within a family approach. Central to this ethos is a focus on relationships which demonstrate mutual respect and equality. The school places value on treating each other, and our environment, with care, dignity and compassion, so that as members of the school and wider community we can make a difference. The ethos is student-centred, empowering people to have confidence to participate and engage.*

Relationships and Sex Education is defined by the PSHE Association as 'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health'. This content is delivered in an age appropriate way in our school with regard to the age and stage of students.

The **aim/ intention** of Relationships and Sex Education in our school is to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their physical, sexual and emotional health and wellbeing.

We recognise the central importance of relationships in supporting children and young people's mental health and wellbeing, academic achievement and future success.

Our programme also aims to support students in their personal development with regard to attributes such as kindness, integrity, generosity and honesty. These approaches support our wider work of building resilience in our students.

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.

As a school 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 to ensure that students know how to keep themselves and their personal information safe.

## Implementation

### Curriculum Content

The DfE recognises 5 elements to Relationships and Sex Education. These are

- Families
- Respectful relationships including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Students are able to form positive relationships and recognise when these are healthy and unhealthy along with having an awareness of the various different types of relationships (including LGBTQ+). They will be able to enjoy changes they experience but also evaluate ways they can minimise risk taking behaviour in intimate relationships. Students learn the implications of law in terms of marriage, civil partnerships and they learn that some behaviour in relationships can be criminal. Students also learn the concepts of the laws relating to being safe and how these can affect current and future relationships in addition to knowing where to seek help and support for both physical and emotional needs.

### **In Key Stage 3 student will cover the following topics:**

#### **Year 7**

- Transition from Primary to Secondary
- Signposting support
- Creating Tutor Group Identity and ground rules
- Understanding 4 stages of team building
- Bullying or Banter
- Understanding how puberty affects males and females
- Friendship choices-toxic friends
- Exploring sense of self and how media and society impacts on our perception
- Online safety:responsibilities and expectations

## **Year 8**

- Marriage and changing family roles
- The law with regard to FGM, sexuality and gender identity
- LGBTQ+ identities
- Developing positive relationships
- How to avoid dangerous relationships
- Online safety:sources of material and their reliability

## **Year 9**

- Child sexual exploitation
- Consent
- Exploring the terminology around 'sex' and 'gender'
- Gender diversity
- Transgender considerations
- On line safety:distortion of reality and the law

## **In Key Stage 4 student will cover the following topics:**

### **Year 10**

- The risks related to unprotected sex
- Safe sex and unsafe sex
- Drugs and sex
- The consequences of unsafe sex

### **Year 11**

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- Understanding the positives of a healthy relationship
- Exploring misconceptions around sexuality
- Understanding issues around parenthood from conception and beyond

## **In Key Stage 5**

- How to develop and maintain a variety of healthy relationships within a range of social/cultural/educational and employment contexts and to develop parenting skills
- How to recognise and manage emotions within a range of relationships
- How to manage risky or unhealthy/negative relationships, including all forms of harassment and abuse (including online)
- The concept of consent in a variety of contexts
- Respecting equality and being a productive member of a diverse community
- How to identify and access appropriate advice and support in new locations or communities

**Across all three key stages the following attitudes and values are explored:**

### **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

**Across all three key stages the following personal and social skills are developed:**

### **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

**Within the above mentioned topics the following areas of knowledge and understanding are developed:**

### **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

Some elements of sex education are statutory.

Learning about 'the changing adolescent body' is part of statutory Health Education.

National Curriculum Science is also statutory.

At Key Stage 3 and 4 this includes teaching about reproduction in humans, for example the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS.

### **Equality**

This school delivers RSE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. 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 use approaches that will actively engage them. We shall also be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying. We will foster healthy and respectful peer-to-peer communication and behaviour between boys and girls.

- Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular RSE needs at times which we will support. We will ensure that RSE is accessible to all students through high quality teaching that is differentiated and personalised. We will also be mindful of preparing for adulthood outcomes as set out in the SEND code of practice when teaching these subjects to those with SEND.
- Different ethnic cultural and religious groups may have different attitudes and beliefs with regard 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, cultural and religious groups in line with safeguarding and school's 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 (LGBTQ+). Some students may have LGBTQ+ parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with LGBTQ+ people both now and in the future. Our approach to RSE will reflect this and teaching will be sensitive and age appropriate both in content and approach. This content will be integrated into the programme rather than as a stand-alone lesson or unit. 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 and deliver the curriculum sensitively and inclusively.

## Provision

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, spiral RSE programme within Personal Social and Health Education (PSE).
3. Within Science as stipulated by the national curriculum and/or as negotiated with the Heads of Year.
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 other information sources.
8. Via targeted intervention, where appropriate, with vulnerable individuals.
9. Delivery in response to incidents.

## **Teaching Methods, Resources, Training and Monitoring**

All the following elements of teaching methods, resources, training and monitoring are essential elements in providing quality RSE.

### **A Safe Learning Environment**

In order for PSE 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 pupils 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.
- 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.
- Care will be taken not to use materials or approaches that may trigger trauma or distress. Students at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Signposting to sources of support when dealing with sensitive issues

### **Teaching and Learning Methods**

Teaching and learning best practice will be applied. Active learning methods that support participation and encourage reflection will be used including group work, talking, negotiation and using thinking skills.

### **Asking and Answering Questions**

We recognise that where young people's questions go unanswered they may turn to inappropriate sources of information, Therefore teachers will attempt to answer student's 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 or Safeguarding 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 students discuss issues in a way which encourages thoughtful participation.
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.

## **Groupings**

RSE takes place within mixed gender classes or single gender groups as deemed appropriate and relevant with the student'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 will be left to the teacher's discretion to make these decisions.

## **Visitors**

A visitor can enrich, but not replace, the RSE curriculum. Care is taken to ensure that the visitor's contribution fits with our planned programme of work and policy, and that the content is age appropriate and accessible for the students. It is particularly useful when visitors have expertise and/or provide a service to students. Please see the External Contributors Policy for the best practice in this context.

## **Resources**

Teaching resources will be selected on the basis of their appropriateness to students and their impact. Care will be taken not to use materials or have discussions that could be 'instructional' e.g. regarding self-harm.

## **Continuity, Progression and Assessment**

Our school has the same high standards of the quality of pupils learning in RSE as in other curriculum areas. RSE is delivered through a sequenced planned programme of work. Continuity and progression is generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and understanding. The curriculum is informed by needs assessment of students' existing 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. Learning from other elements of RSE is assessed as part of the PSE provision and builds on existing school systems. Baseline, formative and summative assessments will contribute to the effective delivery of RSE

## **Personnel and Training**

The RSE co-ordinator is the Head of Year, having responsibility for their Year Group, with an overview by designated members of the SLT.

RSE is delivered by form tutors. 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 receive a copy of the RSE policy.

## **Parental engagement in RSE**

We recognise the prime role of parents/carers in the development of their child's understanding about relationships and sex. We work in active partnership with parents/carers in the development and review of RSE.

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

Resources will be signposted to or made available for parents/ carers to borrow to reinforce learning at home and support them in managing conversations with their children on these issues.

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.

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. In the event of a request to withdraw we will document this process and ensure a record is kept.

Once a student is three terms away from their sixteenth birthday they have a right to receive sex education rather than be withdrawn. Where this is the case we will make arrangements to provide them with sex education during one of those terms.

# Impact

## Monitoring and Evaluation

The programme is regularly monitored and evaluated by the Heads of Year as the RSE co-ordinators to ensure impact. This takes place through a variety of methods, including learning walks, observation, scrutiny of annotated lesson plans, and student feedback. The views of the students 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 and will also inform any changes to the curriculum.

PSE staff receive the same teaching and learning monitoring and support as other subjects. The Heads of Year receive 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 policy document was produced in consultation with the entire school community, including students, parents, school staff, governors and any other appropriate stakeholders. This policy has been approved by governors. This document is freely available to the entire school community. It has also been made available in the school newsletter/website/prospectus.

It will be reviewed on a biannual basis.