



# Relationship and Sex Education (RSE)

July 2018

## RATIONALE

In line with the general requirements in the Education Reform Act 1988 it is the responsibility of the school:

*'To promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life'.*

## OTHER REFERENCES:

[www.ncb.org.uk/media/385195/current\\_status\\_of\\_sre.pdf](http://www.ncb.org.uk/media/385195/current_status_of_sre.pdf)

Current status of Sex and Relationships Education March 2011 explains the Current Status of Sex and Relationships Education under the Coalition Government until May 2015- there has been no change since the government outlined their commitment to RSE in the Schools White Paper "The Importance of Teaching" published in November 2010. The Paper states that children need high quality sex and relationships education so that they can make wise and informed choices and the government promises to work with teachers, parents, faith groups and campaign groups to improve RSE. Therefore, the most up to date legislation is still the Education Act (1996) and the Learning and Skills Act (2000). Also refer to [www.usethekey.org.uk/.../policies/sex-education](http://www.usethekey.org.uk/.../policies/sex-education).

It is therefore important that we deliver Relationship and Sex Education not only to meet the needs of the national curriculum but also to fulfil the following educational aims:

To enable pupils to make healthy informed responsible choices by increasing knowledge, challenging attitudes and developing skills.

- To understand the changes to both sexes that happens as a part of human development
- To understand the processes of conception and birth.
- To widen understanding about health and social issues, e.g. sex and sexuality, drugs and crime, HIV and AIDS.
- To understand the dangers of casual unprotected sexual relationships.

It is important to state that as part of the care for the welfare of our pupils, we believe we have a duty to inform and educate young people of the consequences of sexual relationships.

In line with our policy of being partners with parents, it is important that we keep them involved and informed at all times. Effective communication and co-operation is essential to the implementation of this policy.

## DEFINING SEX AND RELATIONSHIPS EDUCATION (RSE)

*It is 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. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. (DfEE Guidance 0116/2000)*

### The Aims of this Policy

The aims of this policy are as follows:

- To inform Primary pupils of the key language needed to describe their general body parts
- To inform all pupils about different kinds of relationships and their changing roles within them
- To inform all pupils about the importance of self-esteem and emotional health
- To inform pupils in Key Stage 3 & 4 about the biology of sexual relationships.
- To help pupils in Key Stage 4 & 5 cope with the emotional demands of physical relationships.
- To help pupils develop the skills needed to make informed and responsible choices.
- To fulfil legal requirements.

## POLICY STATEMENT

1. Relationship and Sex Education should form a part of the curriculum for all pupils at the school.
2. Relationship and Sex Education should take place within a framework that stresses responsibility.
3. Relationship and Sex Education should take place within a framework that stresses the moral and social aspects of sexual relationships.
4. Relationship and Sex Education is about more than biology and pupils should have the opportunity to learn the skills of responsible decision-making.
5. Parental concerns about Relationship and Sex Education should be addressed individually as required. Parents have a right of access to the Relationship and Sex Education policy and should be able to discuss the policy with staff if necessary. Particular attention should be given to religious or cultural reservations about Relationship and Sex Education as outlined by the National Curriculum for Science must be available to all pupils.
6. The school is committed to health and safety of its members and will take action to safeguard their wellbeing.
7. The school is committed to the pastoral care of young people, and through the general ethos of the school, will seek to persuade pupils in need to come forward and thus to provide them and their families with any necessary support.

## DELIVERY OF THE PROGRAMME

- Classes may be taught in gender-segregated groups dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.
- Teachers will establish what is appropriate for one-to-one and whole-class settings and alter their teaching of the programme accordingly.
- Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
- The programme will be designed as to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.
- Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.
- The school understands that pupils with special education needs and disabilities (SEND) are entitled to learn about Relationship and Sex Education, and the programme will be designed to be inclusive of all pupils.
- Teachers will understand that they may need to be more explicit and adapt their planning of work to appropriately deliver the programme to pupils with SEND.

## WORKING WITH PARENTS

- The school understands that the teaching of some aspects of the programme may be of concern to parents/carers.
- The school will ensure that no teachers express their personal views or beliefs when delivering the programme.
- The school respects the legal right of parents/carers to withdraw their child from all or part of the Relationship and Sex Education programme, except for those statutory parts included in the science national curriculum.

## ARRANGEMENTS FOR WITHDRAWAL OF PUPILS

Sex and relationships education is the right and responsibility of the parent. The school provides sex and relationships education to support parents in fulfilling their responsibility. If parents are not happy with what the school provides in its basic curriculum with regard to sex and relationships education, they have a right to withdraw their child/children from those aspects of sex and relationships education not covered by the National Curriculum Science Order.

Some parents may wish to withdraw their child from some or the entire non- statutory sex education programme. A letter will be sent out to parents every year to inform parents about the Relationship and Sex Education programme of assemblies delivered to different year groups in single sex groups (for the majority of the sessions. However, some are mixed gender sessions, e.g. drugs awareness sessions). Parents who wish to withdraw their child from the programme of assemblies must notify the school in writing that this is their wish and they will be invited to discuss their wishes with school staff.

Reasons for withdrawal may be of help in monitoring and reviewing the policy and programmes of study. Parents are therefore given the opportunity of expressing their views on the request or during discussions with staff. Parents must also provide information about how they will educate their child about sex and relationship issues

Pupils who are withdrawn from Relationship and Sex Education lessons should come to school as normal. Arrangements will be made for them during the lesson from which they have been withdrawn.

## MORAL DIMENSION

The school recognises that it is a moral body in its own right. As part of the whole curriculum the school seeks to explore issues of right and wrong. The school recognises that RSE is fraught with certain difficulties and whilst it acknowledges different life style choices it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing-up of children.

## CONTENT OF THE SCHOOL'S RSE PROGRAMME YEARS

### Foundation:

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

### Key Stage 1:

Pupils should have the opportunity to learn:

- R1. to communicate their feelings to others, to recognise how others show feelings and how to respond
- R2. to recognise that their behaviour can affect other people
- R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid
- R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong
- R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- R7. to offer constructive support and feedback to others
- R8. to identify and respect the differences and similarities between people
- R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
- R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
- R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
- R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
- R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

### Key Stage 2:

Building on Key Stage 1, pupils should have the opportunity to learn:

- R1. to recognise and respond appropriately to a wider range of feelings in others
- R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support
- R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families
- R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment
- R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves
- R7. that their actions affect themselves and others
- R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond
- R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view
- R11. to work collaboratively towards shared goals

R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves

R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)

R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)

R15. to recognise and manage 'dares'

R16. to recognise and challenge stereotypes

R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation

R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)

Content of the schools RSE programme years 7- 11:

The content of the school's programme is based on the National Curriculum Science Order and the non-statutory guidance for PSHE. Here is a summary of that content as set out in the DfEE's Guidance 0116/2000, the PSHE Framework and the National Curriculum Science Order: *PSHE framework*

Key Stage 3:

*Developing a healthy, safer lifestyle*

- Pupils should be taught:
- To recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way
- How to keep healthy and what influences health, including the media
- That good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health
- In a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity
- To recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel
- To recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help. Developing good relationships and respecting the differences between people
- About the nature of friendship and how to make and keep friends
- To recognise some of the cultural norms in society, including the range of lifestyles and relationships
- The changing nature of, and pressure on, relationships with friends and family, and when and how to seek help
- About the role and importance of marriage in family relationships
- About the role and feelings of parents and carers and the value of family life
- To recognise that goodwill is essential to positive and constructive relationships
- To negotiate within relationships, recognising that actions have consequences, and when and how to make compromises
- To resist pressure to do wrong, to recognise when others need help and how to support them
- To communicate confidently with their peers and adults.

Key stage 4:

*Developing a healthy, safer lifestyle*

Pupils should be taught:

- To think about the alternatives and long- and short-term consequences when making decisions about personal health
- To use assertiveness skills to resist unhelpful pressure
- About the health risks ... early sexual activity and pregnancy, ... and about safer choices they can make
- In the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choices
- To seek professional advice confidently and find information about health
- Developing good relationships and respecting the differences between people
- Pupils should be taught:
- To be aware of exploitation in relationships
- To be able to talk about relationships and feelings
- To deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully

- About the nature and importance of marriage for family life and bringing up children
- About the role and responsibilities of a parent, and the qualities of good parenting and its value to family life
- About the impact of separation, divorce and bereavement on families and how to adapt to changing circumstances
- To know about the statutory and voluntary organisations that support relationships in crisis
- The importance of the law in regard to the legal age for engaging in sexual activity, the significance of consent and the consequences for when the law is not complied with.
- About the use of 'sexting' and the importance of being aware of what pupils post online.
- About the use of pornography and how this creates distorted images of sex and relationships, as well as placing gender expectations on males and females.

## NATIONAL CURRICULUM SCIENCE

### Key Stage 1:

Pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

### Key Stage 2:

Pupils should be taught to:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement
- describe the changes as humans develop to old age

### Key Stage 3:

Pupils are taught:

- That fertilisation in humans... is the fusion of a male and a female cell
- About the physical and emotional changes that take place during adolescence
- About the human reproductive system, including the menstrual cycle and fertilisation
- How the foetus develops in the uterus
- How the growth and reproduction of bacteria and the replication of
- Viruses can affect health

### Key Stage 4

Pupils are taught:

- The way in which hormonal control occurs, including the effects of Sex hormones
- Some medical uses of hormones, including the control and
- Promotion of fertility
- The defence mechanisms of the body
- How sex is determined in humans

## RSE IN THE POST-16 CURRICULUM

The school recognises the importance of continued health education in the post-16 context. Part of the post-16 PSHE curriculum will include Sex and Relationships Education, which will consciously build on the KS4 curriculum. Pupils will be expected to further their knowledge, understanding and skills in this area by receiving input from their sixth form tutors as well as visits from Health Service staff where and when applicable and those in supporting agencies drawn from the locality. Parents of 6th Form pupils wishing to withdraw their child from RSE would need to contact the Head of 6th Form, in the first instance.

## DEALING WITH SENSITIVE ISSUES

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSE. The following are protocols for discussion-based lessons with pupils:

- No one (teacher or pupil) will have to answer a personal question;
- No one will be forced to take part in a discussion;
- Only the correct names for body parts will be used;
- Meanings of words will be explained in a sensible and factual way;
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's policy in this matter and refer to the designated senior staff responsible for child protection in school.

## BULLYING INCIDENTS

- The school has a zero-tolerance approach to bullying. Any bullying incidents caused as a result of the Relationship and Sex Education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.
- Any occurrence of these incidents should be reported to a member of school staff, who will then discipline the pupil once he/she is on school premises.
- These incidents will be dealt with following the process in our Anti-bullying Policy.

## CONFIDENTIALITY

- Confidentiality within the classroom is an important component of Relationship and Sex Education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- Teachers must, however, alert the Lead DSL about any suspicions of inappropriate behaviour or potential abuse as per the school's Safeguarding and Child Protection policy.

## DISCLOSURES ABOUT SEXUAL ACTIVITY

In cases where a teacher learns from a child under 16 years of age that he/she is having, or is contemplating having sexual intercourse the teacher should:

- Encourage the pupil to talk to their parent or carer;
- Encourage the pupil to contact the school nurse or counsellor to access contraceptive and other services in the locality of the school.
- Report disclosures where child protection issues are involved. When the teacher believes, there is a child protection issue to be addressed, he/she should refer the case to the Lead DSL. The staff member should also make clear to the pupil that they cannot guarantee confidentiality and may have to pass on information to other key staff in school or external services.

## VISITORS CONTRIBUTING TO RSE

From time to time the school may invite in local experts on issues relating to RSE as well as using health and other professionals associated with the school. All visitors will be asked to conform to the following:

- Visitors contributing to RSE will do so at the invitation of the school and will be qualified to make an appropriate contribution.
- Visitors must agree with the aims of the school in delivering its policy on RSE;
- When in class visitors will be supervised by a teacher, who will be present at all times;
- Visitors will follow the school's child protection procedures if a disclosure occurs within the classroom setting;
- Visitors will know and understand where their contribution fits into the school's programme for RSE and PSHE.

## MONITORING AND EVALUATING RSE

The school will

- Monitor and moderate the RSE programme in consultation with the school's Senior Leadership Team
- Ensure that RSE occurs in the school's curriculum
- Monitor the use of teaching and learning styles
- Monitor the use of teaching materials
- Evaluate the effectiveness of the school's programme

## RESPONSIBILITY

The Principal takes overall responsibility for this policy and its implementation