

Policy and Procedure Number:	A10	Reviewed January 2021
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RELATIONSHIPS AND SEX EDUCATION POLICY		



FREDERICK GENT SCHOOL

Relationships and Sex Education Policy

Introduction

The following school Relationships and Sex Education Policy has been established in accordance with the statutory legislation and advisory guidance.

From September 2020, Relationships Education will be compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. However, the DfE continues to recommend that all primary schools should have a sex education programme that is tailored to the age and maturity of the pupils. Health education will also be compulsory in all schools except independent schools. PSHE continues to be compulsory in independent schools.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities responsibilities and experience of later life.

All schools are required to comply with relevant requirements of the Equality Act 2010 and should pay particular attention to the Public Sector Equality Duty (PSED). Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

Safeguarding our children and young people now and in the future, is an important element of our RSE programme. We understand that effective sex and relationship education is essential if young people are to make well-informed decisions about their lives.

What does our RSE Curriculum Include?

Attitudes and Values

- learning the importance of values and individual conscience
- learning the value of stable and loving relationships, whether in the context of marriage, civil partnership or other family models, for the nurture of children
- learning about the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- learning to respect and value difference and diversity including diverse family models, genders and sexualities
- learning about the rights and responsibilities to oneself and others
- understanding responsibility for one's own safety and that of others both in the real and digital world
- understanding the importance of equality concerning genders and sexuality
- learning that violence and coercion in relationships is unacceptable

Skills

- learning to recognise one's own emotions and those of others
- learning to manage emotions and relationships with confidence and sensitivity
- learning to manage change
- developing self-respect
- learning how to use appropriate language in the real and the digital world
- learning to be empathetic to others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- learning how to identify risk in relationships both in the real and digital world
- learning how to recognise and avoid exploitation and abuse
- learning how to keep oneself safe and how to extricate oneself from an unsafe situation
- developing critical thinking
- learning to make and carry out informed decisions
- developing decision-making skills both in the real and the digital world
- developing an appreciation of the consequences of choices both in the real and digital world
- learning to manage conflict and developing negotiation skills
- learning how to cope with and resisting unwelcome peer pressure
- learning to communicate openly and respectfully about relationships and sex
- learning how to ask for help and accessing advice/services

Knowledge and Understanding

- learning and understanding emotional and physical development at appropriate stages
- learning about the impact of stereotyping and negative language
- learning and understanding reproduction and sexual health
- learning about sexuality and understanding differences
- learning about a safe and healthy lifestyle based on accurate information
- understanding the positive benefits of loving, rewarding and responsible relationships
- learning how to resist unwelcome pressures to be sexually active both in the real and digital world
- learning protective behaviours

- learning how to avoid unplanned pregnancy and Sexually Transmitted Infections (STIs)
- learning about laws relating to sex and relationships.
- learning about pregnancy and the choices available knowing and understanding legal aspects of sexual behaviour
- understanding the nature of consent
- learning about consent in the law
- learning about the impact of coercion and violence
- knowing where to seek appropriate help and advice

All these elements will be delivered in an age appropriate manner (See Appendix 1 for the content delivered to the different year groups).

Equal Opportunities

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 approaches that will actively engage them. We shall also be proactive in combating sexism, sexualised behaviour and sexist bullying.
- Some pupils may have learning, emotional or behavioural difficulties, or physical disabilities that result in particular RSE needs at times which we will support. It may also mean that they have difficulty accessing the RSE curriculum. We will assess their need and provide an appropriate RSE curriculum and discuss provision with parents where we deem it appropriate.
- Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils 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 and school's statutory duty to keep pupils safe and deliver certain elements of the statutory RSE curriculum.
- Some of our pupils will go on to define themselves as Lesbian, Gay, Bisexual or Trans (LGBT). Some pupils may have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with LGBT people both now and in the future. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We will challenge society's heterosexual dominant discourse. We actively tackle homophobic bullying.
- We recognise that our pupils 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.

How is RSE Provided?

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 PSHE days.
3. Within Science as stipulated by the national curriculum and/or as negotiated with the PSHE coordinator.
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 signposting to other information sources.
8. Via drop-in clinics or other forms of enhance provision.
9. Via targeted intervention, where appropriate, with vulnerable individuals.
10. Delivery in response to incidents.
11. Delivery via allocated British Values registration.

Teaching, Learning and Assessment

All the following elements are essential elements in providing quality RSE.

Teaching and Learning Methods

Teaching and learning best practice will be applied, this includes active learning methods and varied strategies that promote co-operation, support participation and negotiation, encourage reflection and consider risk reduction.

A Safe Learning Environment

In order for PSHE 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 an 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. Pupils will understand how disclosures will be handled. We will not expect a group to keep what is discussed within the classroom, within the room.
- Pupils 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.
- Humour is an important element of the PSHE classroom, however we will laugh together.
- Signposting to sources of support when dealing with sensitive issues

Groupings

RSE takes place within mixed gender classes or single gender groups as deemed appropriate and relevant with the pupil's usual teacher. There may be times when choosing particular mixes of genders may be useful. It is important to note that the although separated genders may have different activities on occasions the messages and information they receive will be consistent. It is important that both genders learn about each other's changes etc. It is also important to note that at times, friendship groupings may be the safest way for pupils to discuss an issue. It will be left to the teacher's discretion to make these decisions.

Asking and Answering Questions

Teachers will attempt to answer pupil questions and concerns in a sensitive manner appropriate to, age and development stage. Individual teachers will use skill and discretion in these situations, and if necessary, refer to the PSHE coordinator 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 pupil'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 pupil discuss issues in a way which encourages thoughtful participation. As previously mentioned, humour may be used appropriately.
5. If a teacher is concerned that a pupil is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed and discussed with a line manager as soon as practicable.

A Normative Approach

Our staff will keep in mind that majority of our pupils are not engaging in sexual relationships and inappropriate sexual behaviour. In RSE we communicate a positive attitude about the behaviour of our pupils, and we use a range of data and research to correct misconceptions about young people's sexual behaviour.

Visitors

A visitor can enrich, but not replace, the RSE curriculum as a planned event with the teacher present. It is particularly useful when visitors have expertise and/or provide a service to pupil. Procedures with visitors will follow the Policy A08 – The Child Protection and Safeguarding policy.

Resources

Teaching resources will be selected on the basis of their appropriateness to pupils and their impact.

Continuity, Progression and Assessment

Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and attitudes developed in response to the baseline (needs) assessment of pupils building on previous/existing knowledge, experience and understanding. Baseline, self and peer assessments will contribute to the effective delivery of RSE. We will not be levelling PSHE or RSE work.

Pupils existing knowledge needs to be the starting point for all RSE work. Needs assessment will be built into lesson planning as different groups may have different knowledge, experience and understanding.

The high levels of expectation for the quality of the work produced in RSE will be the same expectations as in any other subject area.

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 PSHE provision and builds on existing school systems.

Parental Concerns and Withdrawal of Pupils

We work in active partnership with parents/carers, value their views and keep them informed about our RSE provision. We will send a letter to parents in advance of any PSHE days involving RSE explaining material that is likely to be covered. Parents & Carers have the right to requests withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to be in one of the three terms before the child turns 16 – the legal age of sexual consent.

Parents and Carers do not have a right to withdraw their children from those aspects of RSE that are taught in national curriculum Science or where RSE arises naturally in other subject areas. There is also no right to withdraw from Relationships Education as we believe the contents of these subjects such as; family, friendships, safety (including on-line safety) are important for all children to be taught.

A list of frequently asked questions with detailed explanations can be found by clicking the link below:

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

Personnel and Training

There is a PSHE coordinator who is regularly trained and updated in this fast moving subject area. They are responsible for RSE.

To ensure quality delivery of RSE, the staff deliver RSE have appropriate and regular training to keep them updated. 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 be signposted to the RSE policy.

Monitoring and Evaluation

The programme is regularly evaluated by the PSHE coordinator. The views of the pupils 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 will also inform any changes to the curriculum.

PSHE staff receive the same teaching and learning monitoring and support as other subjects. The PSHE coordinator receives 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 document is freely available to the entire school community.
It will be reviewed on a regular basis.

Policy Links

A02 – Anti – Drugs Policy

A08 – Child Protection & Safeguarding

C13 - Confidentiality

A01 - Anti-Bullying

E15 - Teaching & Learning

Appendix 1

Sex and relationship education

All students will participate in some form of sex and relationship education (SRE). It involves teaching children about reproduction, sexuality and sexual health. It does not promote early sexual activity or any particular sexual orientation.

Some parts of sex education are compulsory - these are part of the national curriculum for science. Parents can request to withdraw their children from all other parts of sex education if they want by providing a written request to the Head of Curriculum Area for PSHE – Miss Smith. All parents are informed of the sessions, in advance of each programme commencing.

In Year 7, pupils learn about the changes that take place during puberty. This allows the opportunity for playground myths to be dispelled and provides the opportunity for students to understand both the physical and emotional changes that take place during adolescence. Pupils also learn about healthy relationships and how to manage conflict.

In Year 8, work focusses on the law with students covering topics such as sexting, keeping safe online plus the law in relation to sexual activity.

Y8 students also develop their understanding and knowledge of different relationships and equality including the LGBTQ community. Year 8 pupils learn about the basic forms of contraception such as the condom and pill.

In Year 9, the curriculum looks at sexual health, different methods of contraception, future risks linked to STIs and the importance of consent. External visitors from the integrated Sexual Health Services for the NHS work with students to cover the range of different aspects of this area and how the portrayal of relationships in the media and pornography may affect expectations.

In Years 10 and 11, work covers a range of more mature topics and themes. Students look at teenage pregnancy and parental responsibility in young people with a focus on reality for teenage parents and challenging pre-conceived ideas and myths. In addition, students also study healthy and unhealthy relationships including domestic violence. Pupils will also learn how to recognise and respond to inappropriate and unwanted contact. They will cover content on FGM including how to access help and support. Students in these years will also have the opportunity to revisit previously taught topics focussing on age of consent and sexuality.