

Relationships and Sex Education Policy and Practice

Date of next review: September 2021

Signed  (Chair of Governors)

Relationships & Sex Education Policy and Practice

Within a Christian ethos at Ipsley, the school governors have adopted this policy and recognise the importance of Relationships and Sex Education.

This policy covers our approach to

- Relationships and sex education;
- How relationships and sex education is provided and who is responsible for providing it;
- How relationships and sex education is monitored and evaluated;
- Parents' right to withdrawal;

Relationships and sex education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

As a school, we will ensure that RSE is inclusive and meets the needs of all our pupils, including those with Special Educational Needs and disabilities, and that RSE fosters gender equality and LGBT equality.

Aims

The aim of RSE is to provide children with age appropriate information, explore attitudes and values, and develop skills in order to empower them to make positive decisions about their health-related behaviour. This will take place with consideration of the qualities of relationships within families. This policy will provide a description of how RSE is delivered, monitored and evaluated in the school, as well as the aims of our relationships and sex education programme.

RSE programme aims:

- To provide the knowledge and information to which all pupils are entitled
- To raise pupils' self esteem and confidence, especially in their relationships with others
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To develop pupils' skills for a healthier, safer lifestyle
- To develop pupils' communication skills and assertiveness skills to cope with the influences of their peers and the media
- To help pupils learn to respect and care for their bodies
- To prepare pupils for puberty and adulthood
- To help pupils learn how to gain access to information and support

Values Framework

As part of relationships and sex education, pupils should be taught about the nature and importance of marriage for family life and bringing up children. But the Government recognises – as in the Home Office, Ministerial Group on the Family consultation document *Supporting Families* - that there are strong and mutually supportive relationships outside marriage. Therefore pupils should learn the significance of stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

All those who teach aspects of RSE within school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community. The teaching of RSE will encourage pupils to:

- Value and respect themselves
- Value and respect others for who they are based on mutual respect, care and goodwill
- Value and respect difference in people's religion, culture, sexual orientation, physical and mental ability and social background
- Value and respect their own and others' rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another

The personal beliefs and attitudes of teachers will not influence the teaching of relationships and sex education in this school.

Learning outcomes for RSE within the school

By the end of Key Stage 2, pupils will have had the opportunity to express their views and respect those of others. They will have discussed some of the bodily and emotionally changes that occur at puberty and how to deal with these in a positive way. They will have practiced skills in making judgements and decisions and will be able to list some ways of resisting negative peer pressure around issues affecting their health and well-being. They will also have considered different types of relationship (*for example marriage or friendships*), and discussed ways in which people can maintain good relationships (*for example listening, supporting, caring*).

By the end of Key Stages 3 and 4, pupils will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships including sexual relationships. They will also have considered their own and others' attitudes towards relationships and sex as they begin to develop positive values which will guide them in making healthy choices in their future relationships.

What is relationship and sex education?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of 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 is inappropriate teaching.

RSE has three main elements

ATTITUDES AND VALUES

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage and 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

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 differences and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- 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
- The avoidance of unplanned pregnancy (End of KS3 and KS4).

The organisation of Relationship and Sex Education

RSE is co-ordinated by Pastoral Leads, the DSL and Science teachers and is taught within the PSHE/Learning for Life programme at Key Stages 2 and 3. Biological aspects of RSE are taught within the Science curriculum and some moral aspects are taught within RE. RSE within PSHE/Learning for Life is taught by class and tutor group teachers who are responsible for all aspects of a pupil's pastoral care.

A range of teaching methods, which involve pupil's full participation, are used to teach sex and relationship education. These include use of small group work, DVDs, media, discussion, case studies, drama and role-play. Teachers and pupils will agree ground rules and use distancing techniques to establish a safe environment to facilitate discussions. Pupils are encouraged to reflect on their learning. Relationship and sex education is usually delivered in mixed gender groups. However, there may be lessons where single gender groups are more appropriate and relevant. The programme content has been agreed in consultation with governors, parents and teaching staff.

CPD on PSHE is delivered to staff as part of the school CPD programme.

Programme of Study Relationships and Sex Education Key Stage 2 and 3.

The programme of study is delivered by class teacher/tutors in mixed ability classes. *Single sex groups are specified.*

In KS2, the Autumn Term PSHE topic of Relationships is taught to ensure clear understanding of the importance of healthy relationships before the following sessions are taught as part of the Health and Wellbeing topic in the Spring term.

Relationships education in KS3 is taught throughout the Learning for Life curriculum.

KEY STAGE 2 Spring Term	KEY STAGE 3
Medway Primary RSE schemes of work (PSHE Association recommended)	"The Key Stage 3 Sex and Relationships Resources" <i>Produced by the Sexual Health Education Unit</i>
Year 5	Year 7
The naming of body parts	Setting the Ground Rules and peer pressure..
Changes : Menstruation – <i>girls</i>	Social Media
Changes : Bodily changes – <i>boys</i>	Right or wrong?
Personal Hygiene	Media distortions
Emotions and feelings	Relationships
	Respect in relationships
	CSE
Year 6	Year 8
Recap and review on Year 5 learning – body changes, menstruation, true or false.	Setting the Ground Rules – RSE in the context of loving relationships at the appropriate time of life.
Coping with change and becoming independent.	Internet safety
Positive, Healthy relationships	Conception
How babies are made	STIs
	Contraception
	Pregnancy and parenting
	CSE
	Underage Sex
	Getting Help and services
	Contraception
	Risk Taking / Sexually transmitted diseases.

Use of visitors

Visitors to school, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to RSE lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. Pastoral Leads will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's RSE programme. A teacher will be present during any lesson delivered by a visitor.

Terminology

OFSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, school health advisor/school nurse or young person's health drop-in service for an answer or seeking advice from a senior pastoral lead. Questions that raise safeguarding concerns will be dealt with appropriately according to the Safeguarding policy

Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of relationships and sex education.

Parents

This policy will be available to parents on the school website. We are committed to working with parents and carers so will notify them by letter before we start relationships and sex education. Parent/carers have the right to withdraw their child from RSE content that is not part of statutory NC Science.

As part of our whole school approach to RSE, parents are able to view the materials and resources used in RSE lessons upon request to the Pastoral leads.

Monitoring and evaluation of RSE

The RSE leads collect evidence for the RSE programme by means of lesson observations, monitoring lesson plans and gathering feedback from teachers and pupils. Feedback is obtained from group discussions with teachers and pupils and feedback forms. Parents' views are invited at parents' evenings and by feedback forms. The Pastoral leads hold meetings when required with the DSL, school nurse and staff from the Sexual Health Education Unit of Worcestershire NHS in order to review the evidence and plan the next year's programme. Any staff development needs will also be identified. RSE issues will be included in the induction programme for all new members of staff.

Liaison with feeder schools

Pastoral leads liaise with feeder schools to ensure effective progression in RSE over transition.

Equal opportunities

All pupils are entitled to receive relationship and sex education regardless of ability, gender, race, religious belief or grouping. Through relationships and sex education we seek to develop a positive view of female and male sexuality. It is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, with differentiated provision if required.

Objective discussion of the diversity of personal, social and sexual preference in relationships will take place in RSE and prejudiced views will be challenged in order to encourage tolerance. Any bullying around sexual behaviour or perceived sexual orientation arising from this prejudice will be dealt with as a serious matter with reference to the school's Anti-bullying policy.

Safeguarding / Confidentiality

Teachers need to be aware that effective relationships and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. All staff will follow the school safeguarding procedure and policy in these circumstances. The DSL and DDSLs are aware of all relationships and sex education taking place in school and will be available to support as required.

School Nurse

Under 16s' entitlement to confidential health advice and treatment

The School Nurse and other health professionals follow guidelines which allow them to give advice and treatment to young people under 16 years old without the knowledge or consent of the parents/carers if that is in the young person's best interests. They will, however, encourage the young person to talk to their parents/carers. Only in cases where there is abuse or serious risk of harm would the health professional follow safeguarding procedure and breach the young person's confidentiality. The young person would be kept fully informed at all stages of the procedure.

When the school nurse sees pupils on a one-to-one basis she will follow these professional guidelines. In PSHE lessons, however, she must follow the same guidelines as teachers.

RSE lessons will inform pupils of their entitlement to seek confidential help, including contraceptive and sexual health advice and treatment, and they will be taught about how they can access local services for this both inside and outside school. Knowledge of sources of local help and support should prevent the need for pupils to seek help from a teacher for their personal and health needs.

Pupil support services available in school

The school nurse holds regular drop-in sessions in school. She is able to offer all pupils confidential health advice and support on any issue. She can also offer pregnancy testing and emergency contraception when necessary. In an emergency she can take a pupil out of school for further treatment.

All pupil support services work together and with Tutors, Pastoral Leads and the Safeguarding Team, but they will not share personal information about pupils without their permission unless there are child protection concerns.

Monitoring and Evaluation

- Monitoring is the responsibility of the Principal, Governors, Pastoral Leads and the Safeguarding Team.
- Assessing pupil's learning is the responsibility of teacher.

Links with other policies

- PSHE & Citizenship
- Equality
- Safeguarding and Child Protection
- Behaviour
- Anti-Bullying

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping Children Safe in Education – Statutory safeguarding guidance (2018)
- Working Together to Safeguard Children (2018)