

Relationships & Sex Education Policy

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Member of Staff Responsible:	Deputy Headteacher
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This is statutory guidance on The Relationship Education, Relationship and sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017. This guidance replaces the Sex and Relationship Education guidance (2000). This makes relationships and sex education compulsory for all students receiving education in England.

This document will be shared with all members of the Governing Body and all teaching and non-teaching members of staff. A copy will be made available to parents via the school website along with details of the programme.

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1. Definition of Relationships and Sex Education (RSE) is as follows:

Learning about emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip students with the information to enjoy their sexuality and take responsibility for their sexual health and well-being.

2. General Aims and Curriculum Outline

2.1. Sex Education should be seen as part of a wider aim to provide Health and Personal Social Education in a way which will allow pupils to make informed and appropriate choices to enhance their good health, self respect and overall well being. Relationships and RSE will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face. The key foci will be:

- 2.1.1. **Families** (types of relationships, marriage and civil partnership; characteristics and legal status of relationships; roles and responsibilities of parents raising a child; determining trusted sources of information and where to access help and advice).
- 2.1.2. **Respectful relationships, including friendships** (positive healthy friendships on and offline; stereotypes, respect and tolerance; types of bullying; behaviour in relationships (criminal, sexual harassment and violence; Equality – rights & responsibilities; online risks and managing consequences of shared information).
- 2.1.3. **Being Safe** (concept and laws around consent, sexual exploitation, abuse, coercion, harassment, domestic abuse; communication and withdrawal of consent).
- 2.1.4. **Intimate and sexual relationships, incl. sexual health** (positive one-to-one intimate relationships, affect of choice on health; reproductive health and fertility; managing sexual pressure; choice to delay sex; facts and choices around pregnancy; sexually transmitted infections; risky sexual behaviour; where to seek additional advice and treatment).
- 2.1.5. **Health & well-being** (male and female body image; media and its portrayal of body image; sexual and platonic loving relationships).
- 2.1.6. **Respectful relationships, including friendships** (effective communication during and after a relationship; seven stages of grief in a relationship or loss of one and future repercussions of actions).

3. Values and Outcomes

- 3.1. All content in the RSE curriculum supports the wider work of the school in helping to foster students' well-being and develop resilience and values that we know are fundamental to students being happy, successful and productive members of society.
- 3.2. Outcomes for students include:
 - 3.2.1. Students should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way.
 - 3.2.2. All students should feel the content is relevant to them and their developing sexuality.
 - 3.2.3. Sexual orientation and gender identity should be explored in a clear, sensitive and respectful manner.

- 3.2.4. Healthy relationships should be explored with an equal focus on same sex relationships.
- 3.2.5. RSE should create the opportunity to teach students about positive emotional and mental well-being.
- 3.2.6. Students should be equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the rights of others to make their own decisions and hold their own beliefs.
- 3.2.7. The law relating to sex should be taught, including the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment.
- 3.2.8. Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should be addressed sensitively and clearly.
- 3.2.9. Female genital mutilation (FGM) should be addressed, including the physical and emotional damage caused, where support is available and that it is a criminal offence to perform, or assist in, or fail to protect a person from FGM.
- 3.2.10. Students should be taught rules and principles to keep safe online and where to access safe sources of information about sex and relationships.
- 3.2.11. The law as it relates to choices permitted around pregnancy should be addressed.
- 3.2.12. Students should be taught the alternative routes to parenthood for same sex couples and people with fertility problems, including adoption, IVF, surrogacy and other fertility treatments.

4. Values

- 4.1. The RSE programme adheres to the values as follows so students can learn in a safe and positive place:
- 4.2. **Equality** is not always about treating everyone the same – it is about treating people in such a way that the outcomes for each student can be the same.
- 4.3. **Tolerance** is to understand that not everybody is the same and have the willingness to accept this.
- 4.4. **Honesty** is being truthful and open at an age appropriate level, that allows students to learn and understand.
- 4.5. **Support** is to work together with students' families to provide guidance and care for children and young people.
- 4.6. **Respect** is valuing each person as an individual of importance, as well as the beliefs of their family and community.
- 4.7. **Empower** is to equip students with knowledge to keep them safe, healthy and happy.
- 4.8. **Sensitivity** is having an awareness of the feelings of others and responding accordingly.
- 4.9. **Trust** is ensuring students have a safe space to learn and discuss.
- 4.10. **Empathy** is the ability to identify and understand the feelings of others and offer them support.

5. **Equality**

- 5.1. The Governing body has wider responsibilities under the Equalities Act 2010, to ensure that no student (s) are discriminated against because of their sex, gender, identity, sexual orientation, disability, educational needs, religion or belief, nationality, ethnic or national origin, pregnancy, maternity or home circumstances. The RSE programme has been designed to be inclusive and accessible to the vast majority of students. During these lessons any students with additional needs will be identified by the teacher and every provision made to help them join in during the RSE lessons.
- 5.2. If a student is unable to take part in their usual group for any reason, every endeavour will be made for them to attend lessons best matched to their ability level and need.
- 5.3. Within groups identified, students will be given opportunities to self-select working groups in order to feel as comfortable as possible.
- 5.4. School will provision map individual provision of RSE and ensure catch up where work is missed for any reason.

6. **Organisation**

- 6.1. Strategic Lead – Deputy Head – Mrs Philippa Hartley.
- 6.2. **Teaching:**
 - All Science staff
 - All DT/IT staff (online safety)
 - RE/PSHE/Year staff
 - Pastoral Support Officers
 - Bespoke input for individual needs Big Talk (Lynette Smith)

7. **Training for Staff**

- 7.1. Relationships education and Sex Education are delivered through a mixture of appropriately specialised RSE and PSO staff using resources purchased through Lynette Smith Big Talk. Some aspects are delivered through curriculum science (GCSE combined Science – reproduction and methods of contraception). Online safety material is delivered by specialist staff in IT and Design.
- 7.2. Other departments follow programmes of study and examination syllabus as appropriate.
- 7.3. CPD is accessed by staff via the Deputy Head, as deemed appropriate.

8. **Methodology**

- 8.1. The Science department uses textbooks, worksheets and video to present Biological aspects of human sex and discuss wider issues within the context of the SRE remit. The new GCSE specification for combined science now covers hormonal and non-hormonal contraception; advantages and disadvantages of each as well as evaluating alternatives; IVF and fertility is also part of the core curriculum.
- 8.2. Religious Education explores the moral and religious view of sexuality, marriage, divorce etc through information sheets and discussion/videos.

- 8.3. IT/Design delivers and leads on the aspects around online safety including annual safer internet assemblies and activities and all aspects through Step up days.
- 8.4. PSHE uses a wide range of materials and methods to focus on human relationships, including:
 - Small and large group discussion.
 - Worksheets.
 - Quizzes.
 - Games.
 - Videos.
 - Decision making exercises.
 - Presentations
 - Role-play etc.

9. **Classroom Arrangements**

- 9.1. Science NC work is covered by the programme of study in teaching groups.
- 9.2. PSHE and special team sessions. (each one-hour sessions). All pupils participate.
- 9.3. GCSE subjects deliver certain aspects where appropriate through either specialist subjects or RE to Year 10/11. ICT deliver at KS3. All pupils participate.
- 9.4. Assembly programme covers many aspects of online safety
- 9.5. Visiting external guests who can support our programme are invited as needs are identified. For example, Child Exploitation; Cyber-bullying.
- 9.6. Anti-bullying mentors also support students with issues around cyber bullying along with other aspects of bullying. We also invite national programmes such a rock bands who promote anti-bullying messages.

10. **Selection of Resources**

- 10.1. All PSHE resources are vetted and developed by the PSHE Co-ordinator. Great care is taken to view a wide range of materials and ensure a range of resources and delivery methods, which are appropriate to the age of the pupils. All other subject areas use materials developed and/or approved by the Head of Faculty.
- 10.2. Specific schemes of work for those areas involved are available.

11. **Specific Issues**

- 11.1. Contraceptive advice is given to whole classes in the form of detailed information about contraceptive methods and their effectiveness in sessions in PHE and Science as part of the core curriculum. No individual advice is given to pupils. Pupils asking for such advice will be encouraged to talk the situation over with their parents, or to consult other appropriate agencies (e.g. Doctor, Streetwise, Family Planning Clinics, School Nurse).
- 11.2. Online safety issues are clearly identified within CP policy and bullying policy (please refer there for specific guidelines).

12. Student Questions

- 12.1. In order to promote a healthy, positive atmosphere for RSE the school want to ensure students can ask questions freely, confident that they will be answered, and be sure that they will be free from bullying or harassment from other students. We believe that children and young people are best educated, protected from harm and exploitation by discussing issues openly within the context of the RSE programme.
- 12.2. Some questions that arise during these lessons may relate to sensitive or controversial topics. These may relate to personal experience or involvement by young people, illegal activity or other doubtful, dubious or harmful activity. In this instance the facilitator may answer the question separate from the rest of the class. Any questions of this nature will be reported to our designated safeguarding lead and the Child Protection policy applied.
- 12.3. Should questions of concern arise that teaching staff are uncertain how to answer, support will be sought from Big Talk Education in order to give an age appropriate answer.

13. Confidentiality

- 13.1. All governors, all teachers, all associate staff and all parents must be made aware of this policy, particularly how it relates to issues of privacy and confidentiality.
- 13.2. Teachers should explain to students that they cannot offer unconditional confidentiality, in all matters. For example, they must report those which are illegal or abusive to others (e.g. parents, headteacher etc) but the student will always be informed first.

14. Parental/Carer Engagement

- 14.1. Students are encouraged to speak to their parents/carers about what they have learned and to continue the learning at home.

15. Child Withdrawal Procedures

- 15.1. Parents/carers have a right to request to withdraw their child from RSE. Before granting this request parents/carers will be invited to discuss their reasons for withdrawal from learning with Mrs Hartley, who will discuss these in turn with the student to understand their wishes.
- 15.2. The beneficial reasons for this type of education will be discussed, as well as the detrimental effects of withdrawal on the child/young person. These include the detrimental social and emotional effects of being withdrawn, as well as the likelihood of the student hearing the peers' version of what was said in class, rather than what has been taught by the teaching staff.
- 15.3. Once parents have discussed this, if they still wish to withdraw their child they must notify Mrs Hartley in writing. This will be respected by school (unless there is an exceptional case, where behaviour or disclosures by the student demonstrate a safeguarding requirement for this type of education). Once the student reaches three terms before their 16th birthday if they wish to receive sex education rather than be withdrawn, provision will be organised for them to receive this tuition.

16. Causes for concern and Disclosures

- 16.1. All staff have a statutory duty to report any causes for concerns or disclosures received from children and young people in school. These will be reported immediately to the designated Safeguarding Lead, Mrs Kate Ashwood following the school Child Protection policy.

17. Outside Involvement

- 17.1. Use of visitors is made as follows:-
- 17.1.1. A small number of sessions on RSE may be delivered by Big Talk, a specialist team
- 17.1.2. The work is carried out in small groups both mixed and single sex as appropriate.
- 17.1.3. Where pupils receive in-class support for additional needs, Associate staff may attend sessions as required.
- 17.1.4. Youth Workers are bound by their own professional code of confidentiality, but will inform the Child Protection Co-ordinator if any disclosures, issues or concerns arise.
- 17.1.5. Ground rules for sessions are established and students are enabled to step out of class should any issue arise where they may feel uncomfortable. This is explained in every session.

18. Monitoring and Evaluation

- 18.1. Feedback and suggestions from staff, students and parents are used to aid the review process.
- 18.2. Questions asked during lessons and examples of student's work and progress will be gathered.

19. Roles relating to RSE

- 19.1. **Governors: Our school Governor with responsibility for RSE is Mr Mark Dickinson.**
- 19.2. Governors are responsible for:
- 19.2.1. Establishing the RSE policy, in consultation with teachers and parents
- 19.2.2. Ensuring this policy is made available to parents
- 19.2.3. Ensure this policy is in line with other school policies e.g. SEN, Safeguarding etc
- 19.2.4. Ensure that parents know the statutory parts of the curriculum and which parts they have the right to withdrawal from.
- 19.2.5. Establish a link governor to share in the monitoring and evaluation of the programme.
- 19.2.6. Ensure that the policy provides proper and adequate coverage of the relevant national curriculum science topics and the setting of RSE within PSHE

20. **The Headteacher:** The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, appropriate agencies, Huntcliff School and other stakeholders and the local Education Authority.



21. **The PSHE/RSE Coordinator:** The Coordinator along with the Headteacher, has general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE.

22. **All Staff:** Our approach to RSE is that of a whole school approach. Appropriate training will be given for all staff teaching RSE.

Appendix A – Letter to Parents informing of the RSE Programme

Dear Parent/Carer,

You will be aware that, as a part of your child's educational experience at Huntcliff School, we aim to promote personal wellbeing and development through a comprehensive taught programme of Personal, Social, Health and Economic (PSHE) education that gives young people the knowledge, understanding, attitudes and practical skills to live healthy, safe productive and fulfilled lives, both now and in the future. I am writing to let you know that, over the next term, your child will be taking part in lessons which focus on Relationships and Sex Education (RSE).

Lessons will include students learning about healthy and unhealthy relationships, different types of families, managing online relationships, menstruation and puberty, self-esteem and romance, consent, contraception, managing conflict, sexual orientation and gender identity, marriage and divorce, sexually transmitted infections, sharing explicit images ('sexting'), the effects of pornography on relationship expectations, body image and gender stereotyping, parenting skills, relationship myths, relationship/domestic abuse, forced marriage.

This is part of our school's PSHE education programme which is taught throughout the school in every year group and is monitored and reviewed regularly by the staff and governing body. For more detail about our PSHE curriculum offer, please visit the school's website. All teaching in PSHE will take place in a safe learning environment and be underpinned by our school ethos and values. A variety of opportunities will be provided for students to ask questions in order to prepare them for relationships in the modern world.

You are welcome to view the materials and resources being used in lessons and discover how you can best support your child to discuss these topics at home.

As a school community, we are committed to working in partnership with parents: recent parental feedback has indicated that the overwhelming majority of parents continue to be highly supportive of the Relationships and Sex Education programme. If you would like to find out more or to discuss a request to withdraw your child from the Sex Education, please contact Mrs Hartley. We will then arrange a mutually convenient time to discuss your concerns and then we can consider your request.

Please refer to our RSE policy for further details.

Yours sincerely

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