



Relationships & Sex Education Policy

November 2018

Review –
November 2019

Introduction

RSE is lifelong learning about physical, sexual, moral and emotional development. It involves acquiring knowledge and information, developing skills and forming positive beliefs, values and attitudes. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life.

Relationships and Sex Education (RSE) is a major component of the school's comprehensive programme of PSHE (Personal, Social, Health and Emotional Education).

In all areas of experience a good base of knowledge and understanding is deemed necessary for informed opinions and decisions to be made – human sexuality is no exception. It is vital that students receive effective RSE before they become sexually active or put themselves at risk in other ways. It is also vital to correct prejudice and misinformation that may affect relationships with others both now and in the future.

The importance of sexual relationships in all our lives is such that RSE has a crucial role to play in preparing children for their lives now and in the future as adults and parents. In RSE learning information about the physical aspects of sex must be complemented by learning about family life, relationships and the exercise of personal responsibility towards other individuals and the broader community.

RSE is about the teaching of sex, sexuality and sexual health. It is not the promotion of sexual orientation or sexual activity.

The main elements include:

- Personal identity
- Healthy lifestyle
- Risk
- Relationships
- Diversity

These elements are covered throughout Key Stage 3 and 4.

Our aim

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life
- Be an entitlement for all young people
- Be set within the wider school context and supports family commitment and love, respect and affection, knowledge and openness. RSE should acknowledge that family is a broad concept and not just one model. It includes a variety of types of family structure, and acceptance of different approaches should be recognised
- Encourage students and teachers to share and respect each other's views. Students should be aware of different approaches to sexual orientation and family structures without prejudice

- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes where apt
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers

Sex and Relationship Education in this school has three main components:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about 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
- challenging myths, misconceptions and false assumptions about normal behaviour Personal and

Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

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

Curriculum

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, moral, and religious dimensions of sexual health.

In drawing up the school's policy due regard has been given to:

- the needs of young people as identified with CPOMs analysis and student feedback;
- consultation with parents/carers, governors, teachers, school nurse and others in the local community;
- national, local and school based problems and issues;
- the issues of content, organisation, methodology, resources, outside speakers, the explicitness and presentation of their material in an age appropriate way (including the presence or intervention of teachers as appropriate);
- encouraging students to have regard to moral considerations and to appreciate the value of a stable family life, self-restraint, dignity, respect and to behave responsibly in sexual matters;
- the Equality Act 2010.

Our RSE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex
- communicate effectively by developing appropriate terminology for sex and relationship issues
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity
- understand the reasons for having protected (safe) sex
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships

Organisation and Content of Sex and Relationship Education

ALP delivers Sex and Relationship Education through its PSHE Programme, RE and Science lessons at KS3 and KS4.

Much of the Sex and Relationship Education at ALP takes place within PSHE lessons.

PSHE is taught by the tutor team with support from professionals where appropriate. RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included.

The Science National Curriculum is delivered by the Science Department. These lessons are more concerned with the physical aspects of development and reproduction.

The RE curriculum is delivered by a team of teachers headed by the Subject Leader. RE lessons focus on the social aspect of RSE including, for example, the role and function of marriage within different religious groups. Matters such as child-rearing and sexuality are considered as well.

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time, once support has been sought by the session lead.

Specialists support staff with the teaching of certain aspects of the curriculum. These specialists may include, but are not limited to; theatre groups, school nurse, school counsellor and working in collaboration with the secondary schools are a range of professionals including the Durham University branch of Sexpression, Educate and Celebrate and the Sex Education Forum.

Assessment, when carried out, is in accordance with standard school policies and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills and attitudes, this will mostly be verbal feedback during class discussions and any written learning of the students will be found in the tutor PSHE folder found in the tutors classroom.

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups and we will respond to parental and/or student queries in order to allay any concerns that may exist about the RSE curriculum.

Students with Special Needs

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

For example: some of the resources that will be used are taken from Outside the Box, a resource developed for SEND students by SEND students in collaboration with the Sex Education Forum.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them. Working closely with *Educate and Celebrate* to ensure that we have inclusive school values and curriculum.

Right of Withdrawal of Students from Sex and Relationship Education

Some parents prefer to take the responsibility for all aspects of this element of a student's education. They have the right to withdraw their children from all or part of the sex and relationship education programme except for those parts included in the statutory National Curriculum (ie, the study of human growth and reproduction in Science lessons). We would make alternative arrangements for students in such cases.

Parents/Carers are encouraged to discuss their decisions with staff at the earliest opportunity. Parents/Carers are welcome to review any RSE resources the school uses. Parents/Carers are informed that their child will be taking part in RSE sessions in school via the relevant school communication system, they will be given the details of the responsible person to contact should they wish to discuss this further.

Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality and this should never be offered to students.

In a case where a teacher learns from a student under the age of consent that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to their parents and if necessary to seek medical advice
- child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures by the issue being reported on CPOMs and safeguarding staff informed should need be.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands the circumstances where confidentiality can be broken.

Health professionals in school are bound by their codes of conduct in one-to-one situations with students, but in a classroom situation they must follow the school's confidentiality policy.

Should the session be led by an external company, for example Sexpression, the teacher must stay in the room at all times with the session leader should any issues arise that may need to be followed up with one of the formats as outlined above.

Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the RSE and PSHE Coordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of overall school policies for monitoring the quality of teaching and learning.

The PSHE programme will undertake self-evaluation and monitoring through the usual school cycle.

The Governors and Leadership Team are responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy. Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.