



RSE Relationships and Sex Education Policy

Sponsorship & Review

1 Sponsor

Joy Harrison

2 Reviewed

November 2013

3 Revised

November 2013

Please note that for 2015/2016 any reference to the Governing Body of Charlton School throughout this policy will now refer to the IEB (Interim Executive Board). If members of the IEB are required to meet to discuss issues or appeals as related to this policy, then a decision will be made at the time who will attend from the IEB. Any questions regarding this interim arrangement should be put to the Headteacher.

How this policy was developed

The consultation process involved:

Student focus groups

Review of RSE curriculum content with staff

A working party was set up to review the existing RSE policy. The group comprised of the RSE Adviser, PSHE coordinator, the Headteacher, the nominated Governor for RSE and parent representatives. The group met on two occasions over two months. Methods of consultation included, auditing existing provision in order to develop, implement, monitor and evaluate the curriculum.

What Is Relationship and Sex Education?

The term *Relationship and Sex Education, RSE*, is used in this policy rather than *sex education*. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

According to the latest DfEE guidance RSE 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'

DfEE 'Sex and Relationship Guidance', 2000.

RSE is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. The objective of RSE is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

This policy is designed to ensure that this school complies with the sex education provisions of the Learning and Skills Act 2000. The governors, in consultation with the Head, will ensure that the provision of RSE in this school is carried out in such a way that it encourages pupils to give due consideration to morality and the values of family life.

The policy is available for scrutiny by new parents on request.

Relationship and Sex Education at Charlton School has three main elements:

Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.
- Learning about contraception and a range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity, the benefits to be gained from such delay.
- The avoidance of unplanned pregnancy.

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 difference 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.

Morals and Values Framework

Our approach to RSE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

We also believe that students have an entitlement to:

- RSE that is appropriate to their age and circumstances.
- access to help from trusted adults and helping services.

RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda and sensationalism. We shall encourage students and teachers to share and respect each other's views so that an atmosphere is generated where questions and discussion on sexual matters can take place without any stigma or embarrassment.

We 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.

We also 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.

Inclusion

'Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationships education. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.'

DfEE SRE Guidance, July 2000

Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all students 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:

The needs of boys as well as girls: Girls tend to have greater access to RSE than boys, both through the media, particularly teenage magazines, and the 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 and sexist bullying.

Ethnic and cultural diversity Different ethnic and cultural groups may have different attitudes to RSE. The school will consult students 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. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Varying home backgrounds We recognise that our students may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality On average, about 5% of our students will go on to define themselves as gay, lesbian or bi-sexual (GLB). Students may also have GLB parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with GLB people. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality.

Our pastoral support will take account of the needs of GLB students. We shall promote a culture of care and respect and also actively tackle homophobic bullying.

Special educational 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.

Aims of Relationship and Sex Education

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

- provide accurate information about, and understanding of, RSE issues.
- dispel myths
- explore a range of attitudes towards RSE issues and to help students to reach their own informed views and choices for a healthier lifestyle
- develop respect and care for others
- increase students' self-esteem
- develop skills relevant to effective management of relationships and sexual situations. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others
- develop an understanding of the risks of teenage pregnancy sexually transmitted infections
- 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.

The Organisation and Content of Relationship and Sex Education

Organisation:

Joy Harrison is the designated teacher with responsibility for coordinating RSE.

Much of the Sex and Relationship Education at Charlton School takes place within PSHE sessions during form time and on Consultation Days, although some topics are covered in R.E. and Science lessons at KS3 and KS4. Form tutors generally deliver the PSHE Curriculum with support from the Senior Tutors, PSHE specialists and/or professionals where appropriate. Form Tutors work closely with their tutees, and we believe that they are usually the best people to work with the students on many of the RSE topics, as they are aware of each student's individual circumstances. 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. Sex and relationship education is usually delivered in mixed gender groups; however, there are occasions where single gender groups are more appropriate and relevant.

A range of teaching methods which involve children's full participation are used to teach RSE. These include use of video, discussion, leaflets, looking at case studies, drama and role plays.

The Science National Curriculum is delivered by staff in the Science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

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.

All teachers and other staff members, who are required to teach RSE, will have relevant training and resources. CPD needed

Form Tutors, who are uncomfortable with teaching certain aspects of the curriculum, will be offered support from the Senior Tutors or from Joy Harrison and Wayne Denfhy, the Assistant Heads working with KS3 and KS4, who will help with the planning or delivery of lessons if required.

Classroom Practice

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting, using the following guidelines:

- No-one (teacher or student) will have to answer a personal question
- No-one will be forced to take part in a discussion
- The correct names for body parts will be used most of the time
- Sensitivity will be shown towards those of particular faith backgrounds
- Nothing should be said that could be construed as embarrassing or offensive to other students

If a question is too personal, the student will be reminded of the ground rules. The student may then be referred to the appropriate health professional or outside agency via the relevant Pastoral Manager.

If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises concerns about sexual abuse, it will not be answered in front of the whole class. The member of staff will discuss their concerns with the Assistant Head, as appropriate. In cases of concern over sexual abuse, the school child protection procedures will be followed.

It is natural for caring adults to want to protect children and young people from information, attitudes and lifestyles which they themselves find distasteful. However, it is important to recognise the power and confusion of informal learning from, for example, television, magazines, newspapers, gossip, jokes and the wider community. Teachers can do much to dispel myths, reduce fear and anxiety, clarify understanding and counteract prejudice.

Learning Outcomes

The following statements are offered as an illustration of learning outcomes for RSE for each key stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in RSE. They draw on DfE and other guidance on RSE and they reflect elements of the statutory framework for PSHEE. Those statements marked with an asterisk are part of the National Curriculum science requirements.

By the end of KS3 Students will be able to

- Manage changing relationships
- Recognise risk of personal safety in sexual behaviour and be able to make safe decisions
- Ask for help and support
- Explain the relationship between their self-esteem and how they see themselves
- Develop skills of assertiveness in order to resist peer pressure and stereotyping
- See the complexity of moral, social and cultural issues and be able to form a view of their own
- Develop good interpersonal skills to sustain existing relationships as they grow and change, and to help them make new relationships
- Be tolerant of the diversity of personal, social and sexual preference in relationships
- Develop sympathy with the core values of family life in all its variety of forms
- Recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage
- Recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively.

Students will know and understand:

- That fertilisation in humans is the fusion of a male and female cell*
- The physical and emotional changes that take place during puberty*
- About the human reproductive system, including the menstrual cycle and fertilisation*
- How the foetus develops in the uterus*
- How the media influence understanding and attitude toward sexual health
- How good relationships can promote mental well being
- The law relating to the sexual behaviour of young people
- Where to go for help and advice such as the Sexual Health or Genitourinary Medicine (GUM) Clinics.

Students will have considered:

- The benefits of sexual behaviour within a committed relationship
- How they see themselves affects their self-confidence and behaviour
- The importance of respecting differences in relation to gender and sexuality
- How it feels to be discriminated against
- The issues relating to early sexual activity
- The unacceptability of prejudice and homophobic bullying
- What rights and responsibilities mean in a relationship

By the end of Key Stage 4 Students will be able to;

- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek medical advice
- Manage emotions associated with changing relationships with parents and friends
- See both sides of a arguments and express and justify personal opinion
- Have the determination to stand up for their beliefs and values
- Make informed choices about their lifestyle which promote personal well-being
- Have the confidence to assert themselves and challenge inappropriate behaviour
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- Work cooperatively with a range of people who are different from themselves.

Students will know and understand:

- The way in which hormone control occurs, including the effects of sex hormones,* some medical uses of hormones, including the control and promotion of fertility*
- How sex is determined in humans*
- How HIV and other sexually transmitted infections affect the body
- Self-image and sexual identity
- The risks of early sexual activity and the links to alcohol
- How the different forms of contraception work and where to get advice
- The law in relation to sexual activity for young people and adults
- How their own identity is influenced by their personal values and those of their family and society
- How to respond appropriately within a range of social relationships
- How to access agencies which support relationships in crisis
- The qualities of good parenting and its value to family life
- The benefits of marriage or a stable partnership in raising children
- The way different forms of relationship, including marriage, depend on maturity and commitment

Students will have considered:

- Their developing sense of sexual identity and how to feel confident and comfortable with it
- How personal, family and social values influence behaviour
- The arguments around moral issues such a abortion, contraception and the age of consent
- The individual contributions made by partners in a sustained relationship and how these can be of benefit to both
- The impact of having children on their lives and the lives of others

Overview and lessons

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| Year 7 |
| <ul style="list-style-type: none">• Physical and Emotional Changes• Personal Hygiene• Personal Safety: Bullying• Feelings and Emotions• Friendship Qualities• Difficulties with Friendships |
| Year 8 |
| <ul style="list-style-type: none">• Considering and Forming Relationships• Making relationships Work• Getting on with Parents/Carers• Introduction to Contraception• Sexual Stereotypes• Internet Safety – ‘Jenny’s Story’ |
| Year 9 |
| <ul style="list-style-type: none">• Relationships: Power Differences and Pressure• Relationships: Power Differences and Pressure – the issue of arranged and forced marriages• Sexual Relationships – Yes or No• STIs and Sexual Behaviour• HIV and AIDS Awareness• Sexuality• Sexual Bullying, Harassment and Exploitation: Attitudes, Awareness and Safety• The practicalities of parenting |
| Year 10 |
| <ul style="list-style-type: none">• Relationships – ‘Consent’• Relationships – the impact of alcohol• Contraception• Impact of Being a Parent 1– Thinking Ahead• Impact of Being a Parent 2 – Thinking Ahead• Being a Good Parent – Thinking Ahead |
| Year 11 |
| <ul style="list-style-type: none">• Sexuality• Keeping Safe Sexually• Difficulties and Dilemmas in Sexual Situations• Decision Making• Testicular Cancer Awareness• Breast and Cervical Cancer Awareness |

Issues of Confidentiality

Teachers cannot offer unconditional confidentiality. Members of staff and The Child Protection Officer/Deputies are not legally bound to inform parents of any disclosure unless the Headteacher has specifically requested them to do so. School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Safeguarding procedures must be followed when any disclosures about abuse are made.

It is very rare for a student to request absolute confidentiality. If they do, in situations other than those involving safeguarding issues, staff must make a careful judgement about whether or not a third party needs to be informed. This judgement will be based upon:

- the seriousness of the situation and the degree of harm that the student may be experiencing
- the student's age, maturity and competence to make their own decisions.

Where it is clear that a student would benefit from the involvement of a third party, staff should seek the consent of the student to do so. If appropriate, staff might inform the third party together with the student.

In a case where a member of staff learns from a student under the age of 16 year old that they are having or contemplating sexual intercourse:

- the young person will be encouraged, wherever possible, to talk to parent/carer and if necessary to seek medical advice, initially with the School Nurse at the Drop in Clinic.
- child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures and social services where appropriate.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services. The School Nurse will arrange an appointment with the student to pass on this information.

In any case where child protection procedures are followed, all staff will ensure that the young person understands that confidentiality cannot be guaranteed.

Subject to the Headteacher's power to direct, teachers are not obliged to inform parents where pupils seek individual advice about sexual matters, but can maintain confidentiality if, in their professional judgement, this would be in the pupil's best interest.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's Child Protection policy.

Right of Withdrawal of Students from Sex and Relationship Education

Some parents prefer to take responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the Relationship and Sex Education (excluding that contained in the compulsory Science National Curriculum and discussion of sexual matters which arises incidentally in lessons outside the planned sex education programme).

We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any RSE resources the school uses.

If a parent wishes to withdraw their child from RSE, they will need to meet with the relevant Assistant Head to discuss their concerns and then confirm their decision in writing. It is hoped that, in most cases, explanation or a minor modification may assure them that the programme is suitable for their children.

Dialogue between the school and parents will remain open and parents will be informed of future sex and relationships education lessons so that they may revoke their request at a later date should they wish to do so.

Merely informing a pupil of where he/she can seek confidential advice is not sex education. Teachers can give such information to pupils who have been withdrawn.

Dealing with bullying

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homophobia, appearance and other sex/relationship issues. The school takes the issue of bullying very seriously in line with DCSF 'Safe to Learn' Guidance 2007. This is reflected in the school's anti-bullying policy. Staff will challenge and deal sensitively with any evidence of bullying. Students will be encouraged to report any incidents. Staff will endeavour to investigate any incidents of bullying as soon as possible and give feedback to students who complain of bullying. The RSE and PSHE programmes will consider bullying and aim to discourage bullying based on sexism, homophobia, appearance and other sex/relationship issues.

All schools are required to report and log all known incidents of bullying on school premises and to provide an annual summative report to the local authority. The reporting process and form is contained in the LA 'An Exemplar Anti-bullying Policy'. It is important that any form of harassment or hurtful comments of a sexual nature are seen within the context of the schools anti-bullying policy.

Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the Assistant Headteacher to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning.

The **Governors Pastoral Committee** is responsible for overseeing, reviewing and organising the revision of the Relationship and Sex 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 Relationship and Sex education policy, **and on support and staff development, training and delivery.**

Links with other policies

This policy is linked with the following policies:

- PSHE & Citizenship
- Equal Opportunities
- Child Protection
- Confidentiality
- Behaviour for Learning
- Anti-Bullying