



RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY AND PRACTICE

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TARGET AUDIENCE	All staff and parents regardless of race, gender, disability, religion and belief, sexual orientation, pregnancy and maternity, or gender reassignment
STATUS	Approved

Relationships and Sex Education (RSE) Policy and Practice.

This policy was developed in response to Sex and Relationship Education Guidance DfES 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme.

2. The Consultation process has involved:

- Parents' Forum Consultation
- Review of RES curriculum content with staff and students
- The wider school community e.g. School Counsellor were invited to comment
- Consultation with school governors

3. What Is Relationships and Sex Education?

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

4. Principles and values

In addition Nobel School believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Be an entitlement for all young people
- Encourage every student to contribute to support each individual as they grow and learn.
- Be set within this wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept, not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- 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.
- 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.

Relationships and Sex Education at Nobel School has three main elements:

1. gaining knowledge and understanding;
2. extending personal, social and emotional skills;
3. developing positive attitudes and values.

1. *Gaining 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 and the issues relating to teenage pregnancy.

2. *Extending 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;
- empowering students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

3. *Developing positive 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.

Partnership with parents/carers and the right of withdrawal from Relationships and Sex Education

Most of a student's informal Relationships and Sex Education occurs within the family and the school's programme will complement and build on this in co-operation with them. The school acknowledges the influence of a student's family and cultural experiences on attitudes and values concerning sex and relationships and that Relationships and Sex Education will be most effective when school and home are working in partnership.

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). 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 Deputy Headteacher (Teaching and Learning) to discuss their concerns and then confirm their decision in writing.

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic 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.

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.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

Organisation of RSE

RSE is part of the National Curriculum Science programme of study. Other aspects are taught mainly in PSHCEE and lessons on relationships occur in English and Religion & Ethics. Through planned lessons in the curriculum as well as through wider school activities such as assemblies, students are able to develop their ideas, knowledge and skills gradually and appropriately. Teachers have the main responsibility for teaching about RSE in the classroom and they plan and liaise with other specialists to ensure that our students receive an up to date and balanced programme. Other relevant organisations and theatre groups are also used.

Most subjects contribute to aspects of the broader theme of relationships. For example the Science curriculum includes specific attention to reproduction and the physical changes of adolescence, while in Religion and Ethics students study the emotional dimension of sexuality in the context of values in relationships.

The Bullying Policy which was written by students and staff also addresses the issue of Homophobia.

Sex and Relationships is delivered through:

A. Religious Education

Students are taught the importance of:

Key stage 3

- commitment in relationships for full human development through the study of Rites of Passage. Examining marriage as a rite of passage and why it is valued and what it means to Christians/other faiths
- developing trust in human relationships through the study of marriage as a rite of passage; looking at the foundations of a marriage and what holds it together.
- a happy stable relationship to nurture children. Examples of this are found in the study of marriage and growing up as part of the Rites of Passage unit(year 8). One of the key responsibilities is the bar/bat mitzvah for a Jewish boy/girl. This would extend to the environment they grow up in (traditional family) and how they follow on this tradition of honouring the responsibility taken on from this rite of passage.

Key stage 4

- sexuality as an essential component of human personality and an integral part of its development; this would be found in the 'Religion and Human Relationships' module. Looking at differing views/beliefs on sexuality and how it shapes someone's life.
- feelings and expressions of love in the context of marriage and relationships; responsibility and commitment: Looking at the core values of marriage for a Christian/secularist. Building on key ideas of what a relationship is and how they differ (Eros, Philos, Storge)
- abortion: Medical ethics module looking at Christian/secular views and the pro-life/pro-choice arguments and building knowledge on case studies to further develop understanding.
- euthanasia. Found in the Medical ethics module through considering different Christian views; use of agape and the commandment of 'thou shall not kill'. Use of secular arguments and a view on the current laws in the UK. Diane Pretty and Paul Lamb are just two of the examples that we use plus clips on 'Dignitas' and why it is legal in some European countries.

B. Science

In Years 7, 8 & 9 all students follow the National Curriculum in Science. This is statutory and there is no right of withdrawal. During the autumn term of Year 7 all students study a topic called 'Reproduction' which is broken down into 8 lessons and covers the requirement of the National Curriculum (2014) as stated below.

Key Stage 3:

- the physical and emotional changes that take place during puberty;
- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

Key Stage 4:

- The hormones that control the menstrual cycle and the relation of each hormone to the different phases of the cycle;
- Use of hormones to control fertility (which includes how the birth control pill works);
- The way in which sex is determined in humans;
- How offspring inherit genetic information from both parents;
- Making ethical decisions about genetic diseases and embryo selection;
- The body's defence mechanisms.

C. PSHCEE

Yr 7

- PSHCEE lessons include – creating friendship groups and what a good friend is; building relationships, how to be healthy and respecting others;
- A whole year group assembly run by an outside agency with the topic of bullying.

Yr 8

- HPV injections and information evening;
- PSHCEE lessons include - Saying no which includes making informed decisions and how to manage risks and looking at bullying, looking at people who have disabilities and making sure they are not treated any differently and changing friendships.

Yr 9

- Whole year group PSHCEE day focusing on contraception and keeping themselves safe. The day includes: A theatre group performance, teaching about different types of contraception and providing information about different STIs;
- PSHCEE lessons include: domestic abuse, internet safety, sex and peer pressure and homophobic bullying;
- Sensitive issues: advice agencies; contraception – principles of safe sex, methods and availability; further involvement where possible of School Health Adviser.

Yr 10

- Whole year group PSHCEE day focusing on teenage pregnancy and keeping themselves safe. The day includes: A theatre group performance, homophobia and teenage pregnancy. All workshops are delivered by people that have had personal experiences on their delivery subject;
- PSHCEE lessons include: teenage pregnancy, social safety, having awareness of HIV and child sexual exploitation;

- Sensitive issues: advice agencies; contraception – principles of safe sex, methods and availability; further involvement where possible of School Health Adviser.

Yr 11

- PSHCEE lesson include: managing all types of stress; Issues affecting adult choices, body eating disorders and dealing with family conflict;
- Whole year group assembly about sexually transmitted diseases.

Yr 12 & Yr 13

- External agencies (visiting speakers) – Citizens Advice Bureau; Suzy Lamplugh Trust; North Herts. Primary Care Trust on sexually transmitted diseases; Breast and testicular cancer talk; Chlamydia screening; AA on alcohol and drugs; Housemates.

Teaching strategies

As much as possible we provide an interactive learning environment which is motivating and allows students to practise skills as well as to gain information and knowledge. As far as possible learning resources are chosen by the coordinator to reflect the maturity and diversity of their students.

Teachers make every effort to deal honestly and sensitively with questions that arise in the course of Relationships and Sex Education.

If questions are asked, adults will follow agreed practice based on Herts DCSF guidance.

There is no promotion of any one sexual activity or orientation, only of the school's belief in respect and care for self and others.

Teachers often set ground rules, negotiated with students, for discussion so that discussions are balanced, the views of individual students are respected and inappropriate comments are not made. Parents need to be aware, however, that on occasions students may make statements that reflect their lack of emotional maturity or understanding.

Confidentiality and safeguarding issues

Teachers cannot offer unconditional confidentiality. Members of staff and The Child Protection DSP/Deputies are not legally bound to inform parents of any disclosure unless the Headteacher has specifically requested them to do so.

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.
- child protection issues will be considered, and referred if necessary to the DSP for Child Protection under the school's procedures and Social Care where appropriate.
- 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, all staff will ensure that the young person understands that confidentiality cannot be guaranteed.

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.

The school respects the right of students aged 16 and over to greater freedom and independence of action, e.g. in self-referral to external agencies. The broader principles set out above still apply however, and teachers continue to seek to act in the best interests of individual students and their peers.

Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the Deputy Headteacher (Teaching and Learning) to oversee and organise the monitoring and evaluation of PSHCEE, in the context of the overall school plans for monitoring the quality of teaching and learning.

The Governors' Learning and Development Committee is 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.

Evaluation, assessment and reporting to parents.

The programme will be reviewed annually by DOF for Science and DOLs for Religion & Ethics and PSHCEE in conjunction with the Assistant Headteacher (Curriculum). Students also evaluate the programme via the annual PSHCEE subject review.

Evaluation and self assessment are an integral part of RSE. A comment on students' progress in PSHCEE will be included as part of the Form Tutors' comment in our annual report to parents/carers.

October 2014