



Regency High School

Relationships and Sex Education Policy

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Authorised by: Chair of Governors

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Relationships and Sex Education Policy

Parents will be informed about the policy through the school's website where they can view this policy.

The policy will be available on the school's website to parents through curriculum planning and medium term planning of the policy as implemented through the PSHE curriculum. There is also a copy of the policy available from the school office.

This policy has been developed in accordance with the principles established by the following:

Children Acts 1989, 2004, 2014, DfEE SRE guidance 2000, The Academies Act 2010, Brook Sex and Relationship Education Fit for the 21st century. 2011, GOV.UK guidance PSHE 2013, SRE for the 21st century supplementary advice DfEE (0116/2000) 2014, 'Working Together to Safeguard Children' 2015, 'Keeping Children Safe in Education' 2016, the PSHE Association curriculum guidance 2017.

A policy for RSE is essential in order that our pupils fully understand the importance of the physical changes that their bodies will go through from birth to adulthood and the organs associated with sexual reproduction, forming good positive relationships, how to stay safe and promotes a healthy lifestyle.

What is relationships and sex education (RSE)?

The teaching of RSE holds a special place in any school curriculum. RSE differs from most areas of the school curriculum because of its highly personal nature.

It 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. It is not about the promotion of sexual orientation or sexual activity.

What are our statutory requirements?

Sex education is not currently compulsory, however, in March 2017, the government tabled amendments to the Children and Social Work Bill. This Bill was passed in April 2017. The Act makes it a requirement that all secondary schools in England teach relationships and sex education (RSE).

The Act also requires PSHE to be taught in all schools in England, including academies. All aspects of the Act are to be implemented in schools from September 2019.

What are the objectives of teaching RSE?

Relationships and Sex Education, as delivered through the PSHE curriculum, is designed to ensure pupils are taught the knowledge and life skills they will need to stay safe and develop healthy and supportive relationships, particularly dealing with the challenges of growing up in a rapidly changing online world.

RSE plays an important part in fulfilling the statutory duties all schools have to meet. As section 2.1 of the National Curriculum framework (DfE, 2013) states:

‘Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.’

These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5). The government has made it clear that all state schools ‘should make provision for personal, social, health and economic education (PSHE), drawing on good practice’. (National Curriculum in England, DfE, 2013) and

That ‘relationship and sex education (RSE) is an important part of PSHE education’ (Guidance – PSHE education, DfE, 2013).

Government guidance recommends RSE needs to:

- Help pupils to understand and appreciate the nature and value of personal relationships, love and family life
- Develop an awareness and sensitivity for the feelings of others in sexual matters and to lay the foundations of responsible moral attitudes and behaviour
- Gain a factual and honest knowledge and understanding of the physical and emotional differences between the sexes and also of human reproduction, conception and contraception.
- Increase pupils’ self-esteem and confidence.
- Help pupils with their relationships and emotions through providing support and guidance to include any forms of abuse.

Can I withdraw my child from RSE lessons?

Before RSE lessons take place, Regency High School will send a letter home informing parents and carers of their rights to withdraw a child. Under the Education Act 2011 pupils can be withdrawn by their parents from those parts of RSE that do

not form part of the National Curriculum. Parents choosing to exercise this right are invited to see the teacher in charge of PSHE.

You cannot withdraw your child from sex education as delivered through the Science National Curriculum.

At Regency High School, we will offer single sex groups to support different cultural and religious stances, offer alternative lessons and provide support work for parents who request it, after they have made the decision to withdraw their child from RSE lessons.

How is RSE taught?

RSE has three main elements:

1. Attitudes and values:

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

2. 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

3. Knowledge and understanding:

- Learning and understanding physical development at appropriate stages. This is also covered in our Science curriculum.
- 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; and the avoidance of unplanned pregnancy.

Why is relationships and sex education so important in our school?

We believe that a robust RSE policy is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people need to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships.
- RSE plays a vital part in meeting our school's safeguarding obligations. Ofsted have said that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships. *Please see Regency High School's Safeguarding Policy.*
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

What are Regency High School's aims and objectives for RSE?

AIMS:

1. Help pupils to understand and appreciate the nature and value of personal relationships, love and family life.
2. Develop an awareness and sensitivity for the feelings of others in sexual matters and to lay the foundations of responsible moral attitudes and behaviour.
3. Gain a factual and honest knowledge and understanding of the physical and emotional differences between the sexes and also of human reproduction, conception and contraception.
4. To develop essential skills and attributes such as self-esteem and confidence, managing risk and resisting peer pressure.
5. To help pupils with their relationships through providing support and guidance to include physical and emotional abuse.

OBJECTIVES:

1. To liaise with the teacher in charge of PSHE, RSE and Spiritual, Moral, Social and Cultural Education (SMSC) to ensure continuity.
2. To help pupils to form their own opinions based on sound information.
3. Provide factual knowledge alongside the development of feelings and emotions.
4. Enable pupils to identify key influences when starting a relationship.
5. Recognise the views and beliefs of different faith groups with regard to RSE and contraception.
6. Recognise and acknowledge the differences in male and female perceptions of the opposite sex.
7. Acknowledge that a number of males and females will be attracted to someone of their own sex.
8. Enable pupils to understand and enjoy their own bodies, and make choices.
9. Provide pupils with knowledge of appropriate and inappropriate behaviour and their rights with regard to abuse; with pupils being able to identify what constitutes the 4 forms of abuse: physical, sexual, psychological / emotional and financial abuse.

Objectives will be achieved by:

1. A cross-curricular approach as well as the PSHE, SMSC delivery.
2. Tutors will deliver modules identified in the PSHE plans, through Tutor time, structured PSHE lessons, ICT lessons and occasionally in assembly.
3. Monitor and evaluate the effectiveness of the PSHE / RSE lessons.
4. Allow for times where girls and boys are provided the same information but separately.
5. Establish ground rules and boundaries for discussions and provide pupils with the opportunity to 'take a pass' when they do not wish to contribute to the discussion.

When will this policy be reviewed?

Regency High School's relationship and sex education policy will be reviewed and amended, as necessary, annually. This will ensure we can include lessons on emerging issues such as online pornography, sexting and staying safe online.

What we will do to ensure we provide high quality relationships and sex education at Regency High School:

- Encourage partnership between home and school.

- Ensure children and young people's views are listened to and reflect this in lesson planning and teaching.
- Ensure lessons are relevant to pupils at each stage in their development and maturity.
- Ensure teachers will be trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent.
- Foster the acquisition of knowledge, the development of life skills and respectful attitudes and values.
- Allow sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- Ensure our lessons help pupils understand online and offline safety, consent, violence and exploitation. This will be supported in other curriculum areas including ICT.
- Ensure content is both medically and factually correct and treats sex as a normal and pleasurable fact of life, within a stable and loving relationship where partners have equal power.
- Ensure content is inclusive of differences including: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experiences.
- Ensure content uses active learning methods, and is well planned, assessed and evaluated.
 - Help pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
 - Our Relationship and Sex Education curriculum will teach pupils about the law and their rights to confidentiality, even if they are under 16, whilst taking account of the guidance around Gillick Competency. The curriculum is linked to school-based and community health services and organisations.
 - Promote equality in relationships, recognise and challenge gender inequality and reflect boys' and girls' different experiences and needs.

Overall, we at Regency High School believe this will contribute to:

A positive ethos and environment for learning and relate to the British Values that schools are required to promote, which are:

- Believe in yourself

- Show you know right from wrong
 - Contribute to your community
 - Accept other people's beliefs
 - Respect those who keep us safe
- Support for safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school.
 - Foster a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships.
 - Help pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice (both local and national).
 - Reducing early sexual activity, teenage pregnancy, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying.

How will the programme be monitored and reviewed?

The monitoring and evaluation of the RSE programme will be achieved through sampling of lesson plans, classroom observations and feedback from teachers and pupils. Teachers will have access to continuing professional development, and support from the PSHE and Citizenship Leader as required.

Interaction between subjects: The knowledge and skills about Relationships and Sex Education are enhanced by other subject areas within Regency High School. For example: ICT (online safety), English, PSHE. The present and future well-being of our pupils and their learning needs are essential elements of all subject areas and therefore this list is not exhaustive.

Equal Opportunities

RSE is guided by Regency High School's other policies including the Behaviour Policy, Equal Opportunities Policy, Anti-Bullying Policy and Safeguarding Policy.

All pupils have equal access to the RSE curriculum and to the sources of help and support. Pupils whose parents have withdrawn them from RSE are still entitled to receive information about how they can access confidential help and advice.

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 and passed onto the Designated Safeguarding Lead (DSL).

Confidentiality and Safeguarding

Teachers will ensure that ground rules are agreed within RSE lessons for each class. This ensures a safe environment for group discussion and exploring the topics. Information given, and views expressed by pupils, should be treated in confidence wherever possible. However, pupils will be informed that 100% confidentiality cannot be assured. Visitors to the classroom are bound by the same rules as employees of the school. It is recognised that RSE may, through use of visual resources/discussion of appropriate and inappropriate behaviour, lead to disclosure of a safeguarding issue. In such instances the teacher will inform the Designated Safeguarding Lead (DSL).

Regency High School's RSE curriculum

Lessons will be tailored to individual pupil needs and developmental and emotional age. They will be responsive to individual needs and life stages.

PMLD:

Lessons will cover body awareness and touch awareness, safe and unsafe touching. This will be presented as part of each pupil's personalised PSHE curriculum.

SLD and MLD:

Lessons may consider relationships, body image and stereotyping, sexual health, contraception, pregnancy and parenthood, as well as more sensitive topics, including, abuse, violence in relationships, FGM, sexting and pornography.

The content is divided into distinct topics for Key Stages 3, 4 and 5 each containing broad learning intentions and clear learning outcomes. The resource is designed so that teachers can identify appropriate learning intentions and outcomes for their pupils from the different topics.

Key Stage 3

- Puberty
- Positive relationships
- Keeping safe

Key Stage 4

- Exploring relationships
 - Safe sex and relationships
 - Parenting
 - Body image and stereotyping
- Some units will be accredited

Key Stage 5

- Different types of relationships
- STDs and minimising risk
- Parenting issues for younger people

- Body image and stereotyping

Some units will be accredited with NOCN.

Answering Difficult Questions:

- Teachers are reminded that their role is to inform and not to advise
- Teachers provide the facts; parents provide the context of the family and their cultures and beliefs
- It may be helpful to check what is meant by any question if it is unclear.
- Difficult questions do not have to be answered directly and can be addressed individually later.

DfES 0116/2000 SRE Guidance encourages teachers to talk to parents before answering any difficult questions

Further information:

Further information about relationship and sex education is available:

- Through the Local Authority PSHE advisory service and local Health Promotion Units.
- From a range of national statutory bodies and voluntary organisations such as the Sex Education Forum based at the National Children's Bureau.
- On the Healthy Schools Programme website Wired for Health (www.wiredforhealth.gov.uk).
- Youth Access - championing advice and counselling
<http://www.youthaccess.org.uk/supernav/links>