

EAST MIDLANDS EDUCATION TRUST

Relationships & Sex Education Policy (Secondary)



East Midlands
Education Trust

RELATIONSHIPS AND SEX EDUCATION POLICY (Secondary)

Introduction

This policy has been developed in line with Department for Education Relationships and Sex Education guidance.

Relationships and Sex Education is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about relationships, sexuality and feelings.

RSE is the process of acquiring information and forming attitudes and beliefs about sex, sexual identity, relationships and intimacy. It is also about developing young people's skills so that they make informed choices about their behaviour and feel confident and competent about acting on these choices. It is widely accepted that children have the right to sex education, partly because it is a means by which they can protect themselves from abuse, exploitation, unintended pregnancies, STIs and HIV/AIDS.

Avert 2003

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)*

The Trust would like to emphasise that by providing comprehensive RSE, we are not encouraging pupils to become sexually active at a young age. The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow.

National Context

RSE is supported in legislation by the Learning and Skills Act (2000) and requires that young people:

- Learn about the nature of marriage and its importance for family life and bringing up of children.
- Are protected from teaching and materials which are inappropriate, having regard to the age and the religious and cultural background of the pupils concerned.
- School governing bodies have regard for the guidance.
- Parents have the right to withdraw their child from all or part of RSE provided outside National Curriculum science.

However, the government recognises that there are strong and mutually supportive relationships outside marriage and that no stigma should be attached to home circumstances.

The sex education elements contained in the National Curriculum Science Order are mandatory for all pupils of primary and secondary school age. These cover anatomy, puberty, biological aspects of sexual reproduction and use of hormones to control and promote fertility.

Secondary schools are required to provide a RSE programme which includes (as a minimum) information about sexually transmitted infections (STIs) and HIV/AIDS.

Other elements of personal, social and health education (PSHE), including RSE, are non-statutory.

School Context

Relationships and Sex Education is firmly rooted within the framework of Personal, Social and Health Education and is fully supported by the leadership team and governors. The broader remit for RSE requires a whole school approach complementing the school's positive ethos and aims to empower all pupils regardless of sex, sexuality, gender, ethnicity, faith, ability or disability. The fostering of positive relationships, encouraging young people to be emotionally literate and engendering an atmosphere of mutual respect is the responsibility of all staff.

There needs to be a named governor with responsibility for RSE issues in all EMET schools. There is also a strong support network built into our whole school pastoral care approach, which enables pupils to access individual guidance, this includes Pastoral managers, Pastoral support staff, tutors and the school nurse (if one is available).

Moral and Values Framework

Each school teaches RSE within the following moral and values framework engendering:

- Self respect
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- An awareness of the way others feel.
- Mutual support and cooperation.
- Honesty and openness
- The acceptance of the responsibility for and the consequence of personal actions.
- The right of people to hold their own views within the boundaries of respect for the rights of others.
- The right not to be abused by or taken advantage of by other people.
- The right to accurate information about relationship and sexuality issues.

Aims

Each school aims to provide young people with:

- relationship skills that prepare them for the challenges of the teenage years
- opportunities to explore their own values and develop their own moral framework
- opportunities to understand and accept difference and diversity
- an understanding of their own bodies
- the ability to know where to seek help and advice
- high self esteem, self awareness and emotional health
- an awareness of the right they have over their own body
- the skills to be assertive
- good communication skills
- the skills to make positive informed choices (that reduce risk)
- the ability to respect the right of others to hold opinions that differ from their own as long as these views do not impact on the rights of others.

- the ability to take responsibility for and accept the consequences of their own actions
- the knowledge to reduce the risks to their own and the health of others
- the ability to understand the risks to health and well being associated with teenage conception

We aim to provide pupils with information on sexual health, and to promote discussion and thought into the different emotions and values involved in relationships. Through this we aim to enable pupils to develop skills and form positive beliefs, values and attitudes which will enable them to make the right choices for themselves when the time comes. Sex education (including education about HIV and AIDS and other sexually transmitted infections) will be provided for all registered pupils and it is given in such a manner as to encourage those pupils to have due regard to moral considerations and the value of family life. The school aims to deal honestly and sensitively with sexual orientation, gender identity, as well as answer appropriate questions and provide support. Homophobic bullying, as with any other type of bullying, will not be tolerated.

Some aspects of relationships and sexuality education will also be covered in Religious Education and Science complementing and reinforcing the RSE aims.

Equal opportunities and Inclusion

Inclusion is a strong feature of our schools. Each school's RSE programme responds to the needs of individual pupils and takes the cultures, faiths and family backgrounds of all pupils into consideration. Pupils with special educational needs and pupils with English as an additional language, are given extra RSE support.

Safeguarding and Confidentiality

We aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them. Each school's aims are to support young people but no individual member of staff will offer absolute confidentiality. It may be necessary that if a child protection issue arises then certain confidences must be passed on. The procedure for this is outlined in the Child Protection policy.

Teachers will draw upon their professional judgement and common sense to deal effectively with any explicit issues raised by a student. If a member of staff is informed that a pupil under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

Staff should also be aware that pupils with SEN may be more vulnerable to exploitation and less able to protect themselves from harmful influences.

Non Teaching Staff and Agencies available to students

Individual pupils with problems will be supported by being given access to appropriate information and specialist help within school from the school nurse (if one is available). Pupils will always be encouraged to seek parental support. Pupils will be made aware of services provided by their General Practitioner, local family planning clinic and Genito-Urinary Medicine (GUM) clinic through PSHE input, appropriate leaflets and the school medical area. An Enhanced School Based Clinic may be offered by school schools but this is dependent upon NHS support.

Working with Parents

We recognise that parents are the key people in teaching their children about sex, relationships and growing up. The teaching offered will aim to be complementary and supportive to the role of parents.

This policy document is available to all parents/carers on the school website. Section 4.05 of the Education Act enables parents to withdraw their child from sex education other than sex education that is in the National Curriculum (such as the biological aspects of human growth and reproduction) that are essential elements of the National Curriculum science. Parents wishing to withdraw their child from sex education in PSHE lessons should inform the school in writing and arrangements will be made for the student to do other set work away from the class. Each request will only be valid for the academic year the child is in, as the Relationships & Sex programme changes each year. A parent wishing to remove their child from a school's RSE programme will need to consider each year's course content on its own merits and make a written request for withdrawing their child at the start of every new academic year and at the time the child is in the academic year.

Teaching and Learning

Our programme of Relationships and Sex Education is firmly rooted within the framework of the Personal, Social, Health Education and Citizenship curriculum (this may be given a different name in each EMET school), and is the responsibility of the course leader. Our aim is to provide a well-balanced appropriate programme of study which focuses on boys and young men as well as girls and young women. All teachers teaching RSE are appropriately trained. Whilst the delivery of RSE in EMET schools may vary, pupils will typically receive a module of RSE in each year, which is taught in mixed gender, mixed ability groups. Staff are aware that children come from backgrounds which reflect a range of values and experiences and that sensitivity will be needed.

Visiting Speakers

Part of each school's policy might be to include speakers or workshop providers. All visiting speakers will be clear about the school policy and government guidelines. The co-ordinator will have agreed the content of the presentation and a member of staff will always be present with the speaker.

Monitoring and Evaluation

Resources are selected with an awareness of the need to avoid or challenge stereotyping, bias and prejudice. Pupils and staff are asked to evaluate modules of work in order that feedback is received enabling the co-ordinator to regularly review the curriculum content so that it fits the needs of the young people receiving it. The co-ordinator meets regularly with various agencies updating and adjusting the programme where appropriate.

Typically, all pupils will have a PSHE/Citizenship folder which contains records of progress and achievement.

Reviewed by : Trustees
Reviewed : Autumn 2017
Next review : Autumn 2020

Policy Links:

- Safeguarding and Child Protection
- Anti-bullying
- Inclusion
- Safeguarding, Safer Recruitment

SYNOPSIS OF RELATIONSHIPS & SEX EDUCATION PROGRAMME

We build on work done in primary schools in year 5 and 6 on puberty relationships and cleanliness.

Aims of the sex education programme are:

- To combat ignorance and to increase knowledge and understanding
- To reduce guilt and anxiety
- To promote responsible behaviour
- To promote the ability to make informed decisions about personal values
- To facilitate communication on sexual matters
- To develop educational skills for future parents and carers

Ground Rules

- Respect will be shown at all times.
- No personal questions are acceptable in RSE lessons
- Students have the right not to participate in activities or discussions which make them feel uncomfortable
- Strategies will be developed to ease embarrassment if it occurs.

Year 7

Most pupils will be at the start of, or in the early stages of puberty. We believe it is important to prepare the pupils for the physical and mental changes of puberty, building on any learning that has taken place at key stage 2 with clear unambiguous facts.

- Health talks delivered by the School Nurse (Personal Hygiene).
- Making and keeping friends of the same and opposite sex.
- Bullying and Emotional health and well-being.
- Stereotyping.

Year 8

- Healthy lifestyles including healthy eating.
- Bullying and Emotional health and well-being
- Racism.
- Sex education introductory lesson on puberty

Year 9

- Contraception
- Conception
- Pressure on Teenagers (how to say NO)
- What is consent?
- Teenage Pregnancy
- HIV/AIDS
- Relationships (including personal relationships, breakdowns, harassment and stalking)
- Transgender
- Pregnancy Choices – Adoption, Termination and keeping the baby
- STI's
- Relationships
- Drugs and the Law

Year 10

- Health talks to boys and girls including testicular cancer and breast cancer
- Eating disorders and self-image.
- The family, including Domestic Violence
- Drugs and Alcohol
- Characteristics and benefits of positive, strong and equal relationships
- Managing changes in a relationship (including statutory and voluntary organisations)
- Teenagers - Regrets and Pressure

Year 11

- Homophobic bullying including sexuality and the law.
- Contraception in greater detail.
- Sexuality
- Homophobia/Transphobia
- Fantasy v. Reality
- F.G.M.
- STI including HIV and AIDS.
- IVF
- Transgender

The programme is continually being monitored, evaluated and revised as new resources become available and the needs of young people change.

There are frequent opportunities to revisit and reinforce topics. Discussions related to media portrayal, the effects of alcohol, the importance of self esteem, and the effect of peer pressure are all examples of topics which encourage

- Respect for self and others
- Responsibility for own actions
- Regard for others.

Relationships and Sex Education in Science

Key stage 3

The bulk of the relationships and sex education takes place in year 7 and covers the following topics:

1. Male and female genitalia and reproductive organs
2. Vaginal sexual intercourse
3. Pregnancy and birth
4. Puberty and menstruation

Students get opportunities to ask questions on the topic. The delivery is more fact based than relationship based due to the emphasis on science content.

Key stage 4

The key stage 4 curriculum concentrates on the hormones that control the menstrual cycle including IVF, cloning and the contraceptive pill.