



# Tibshelf Community School

## Relationship and Sex Education Policy

<b>POLICY STATUS</b>	<b>DATE</b>	<b>CHAIR OF COMMITTEE</b>	<b>MINUTE No</b>
Initial Acceptance by	09/03/11	S Byrne	CC/11/05a)
Agreed by Full Governors	13/04/11	J Beckingham	GB/11/31a)
1 <sup>ST</sup> Review by	29/02/12	S Byrne	CC/12/5c
1 <sup>st</sup> Ratification by Full Govs	25/04/12	J Beckingham	GB/12/22.3
2 <sup>nd</sup> Review by CC&S	11/03/2015	Allison Beckett	CCS/15/10
Ratified by Full Governors	29/04/2015	Shaun Byrne	GB/15/22
Approved by TL&C	27/04/2016	Louise Cheung	TLC/16/15
Approved by TL+C	01/03/2017	Allison Beckett	TLC/03.17-04

Review Period: 1 Year



**This policy takes full account of the school's legal obligations and the latest DCSF guidance 'Sex and Relationship Education Guidance' (2000).**

## **1. WHAT IS RSE?**

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 DCSF 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'  
DCSF 'Sex and Relationship Guidance', 2000.

The guidance suggests that RSE should have three main elements as follows:

### **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.

The schools' approach to RSE consists of:

1. The taught RSE programme
2. Pastoral system through assemblies and Tutor Time
3. Pastoral support for students who experience personal difficulties or concerns. Staff or student referral. C-Card and sexual health support available.
4. Provision of appropriate information through leaflets / websites / books / posters in the library and displayed around the school

## **2. WHY RSE?**

### **Legal obligations**

Maintained secondary schools in England and Wales have a legal responsibility to provide a Relationship and Sex Education programme. They also have a responsibility to keep an up to date a written statement of the policy they choose to adopt and this must be available to parents. Parents have a right to withdraw their children from Relationship and Sex Education lessons which fall outside those aspects covered in the National Curriculum Science.

### **The needs of young people and the role of schools**

The overall aims of the school and National Curriculum are:

1. To provide opportunities for all pupils to learn and to achieve.
2. To promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

The DCSF 'Relationship and Sex Guidance' (2000) recommends that 'Effective relationship and sex education is essential if young people are to make responsible and well informed decisions about their lives'. The school has a key role, in partnership with parents/carers, in providing RSE.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships and sex, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

'Research demonstrates that good, comprehensive relationship and sex education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity'.  
DCSF 'Relationship and Sex Guidance', 2000.

### **National and local support and guidance for schools to develop RSE**

Rates of teenage pregnancy, abortion and sexually transmitted infections in the UK are among the highest of all European countries. The Government has developed a comprehensive strategy to change this situation and RSE for pupils in both primary and secondary schools is seen, alongside other initiatives, as a key element. Our school's approach to RSE is in line with the Government's strategy and guidance given to schools in DCSF 'Sex and Relationship Guidance' 2000.

'We must give teenagers the confidence and the information so they don't feel compelled to have sex. No one should become pregnant or contract a sexually transmitted infection because of ignorance'. Tony Blair in 'Teenage Pregnancy', Social Exclusion Unit Report, June 1999.

At a local level support and guidance for schools to develop RSE includes:

- \* Development of a Teenage Pregnancy Strategy for Derbyshire involving local Health Authorities and Derbyshire County Council.
- \* RSE training for teachers funded through the LA and local Health Authorities.
- \* Advice and support for schools from expert LA and Health Authority personnel.

### **3. 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, religions, 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:

\* Age and circumstance appropriate RSE.

\* Access to information, advice and support 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.

#### **4. EQUAL OPPORTUNITIES**

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, religious and cultural diversity** Different ethnic, religious and cultural groups may have different attitudes to sex and relationship issues. Students should be aware of these different groups.

**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 also need to ensure that language used by staff and students shows awareness of all sexualities. We shall also actively tackle homophobic bullying.

**Special Educational Needs** We shall take account of the fact that some students may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs.

#### **5. A WHOLE SCHOOL APPROACH**

A whole school approach will be adopted to RSE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding RSE. In particular:

**The Senior Leadership Team (SLT)** will endeavour to support the provision and development of RSE in line with this policy by providing leadership and adequate resourcing.

**The designated RSE co-ordinator** will maintain an overview of RSE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet students' needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

**Teaching Staff** All teachers are involved in the school's RSE provision. Some teach RSE through the PSHE programme and some through Science and other curriculum areas. All teachers play an important pastoral role by offering support to students. Any teacher can be approached by a student who experiences a difficulty regarding sex or relationships issues. Teachers will be consulted about the school's approach to RSE and aided in their work by provision of resources, background

information, support and advice from experienced members of staff and access to appropriate training.

**Non-teaching staff** may be involved in a supportive role in some RSE lessons and also play an important, informal pastoral support role with students. They will have access to information about the RSE programme and supported in their pastoral role.

**Governors** have responsibilities for school policies. They will be consulted about the RSE provision and policy and have regular reports at Governors' meetings.

**Parents/Carers** have a legal right to view this policy and to have information about the school's RSE provision. They also have a legal right to withdraw their children from dedicated sex education lessons if they wish. The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. This will include information/education workshops for parents/carers and support for parents/carers to provide RSE for their own children. The school's approach to RSE will encourage dialogue between parents/carers and their children.

**The School Nurse** plays a key role in RSE and provision of pastoral support for students. The school will work in ongoing consultation and partnership with the school nurse.

**Outside Agencies and Speakers** are involved in inputting to RSE lessons and as points of referral as support services for students. The school will only work with agencies and speakers who are appropriate to student needs. We shall work in partnership with them and jointly plan their work within the school. The school will also promote relevant outside helping agencies that students can access.

**Students** have an entitlement to age and circumstance appropriate RSE and to pastoral support. They will be actively consulted about their RSE needs and their views will be central to developing the provision.

## **6. THE TAUGHT RSE PROGRAMME**

The RSE programme will delivered as part of the school's approach to PSHE which is delivered in Citizenship.

### **Aims of the Programme**

The overall aims of the RSE programme are:

1. To provide accurate information about, and understanding of, RSE issues.
2. To dispel myths.
3. To explore a range of attitudes towards RSE issues and to help students to reach their own informed views.
4. To develop respect and care for others.
5. To increase student's self-esteem.
6. To 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.

### **Place in the Curriculum**

The main RSE programme will be delivered through PSHE lessons by a team of teachers. In addition certain biological aspects are delivered through Science lessons through the Reproduction module in year 7.

### **Content/ Learning Objectives**

The RSE programme is delivered in a developmental manner so that issues are explored in greater depth as students mature. The following areas of content/ learning objectives are currently addressed in the following years.

Year	Content/ Learning Objectives	Subject
7	<ul style="list-style-type: none"> <li>Relationships and communication skills</li> <li>Investigate puberty in girls and boys</li> <li>Understanding of Sexual Intercourse and conception</li> <li>Understanding the risk of pregnancy and the implications for teenage parents</li> <li>Introduction to contraception and effects of unprotected sex</li> <li>On-line protection - CEOPS</li> </ul>	Citizenship Citizenship & Sci Citizenship & Sci Citizenship  Citizenship Citizenship
8	<ul style="list-style-type: none"> <li>Relationships and communication skills</li> <li>To consider the purpose of RSE and what should it include / age appropriate</li> <li>Investigate the reasons for forming girl &amp; boyfriends and the pressure involved</li> <li>Recap contraceptive use and using a condom safely and effectively.</li> <li>Improve understanding and awareness of STI's / HIV / AIDS and recognise high risk behaviour and prevention. Link with condom use</li> <li>Sexual Exploitation and Internet Safety - CEOPS</li> </ul>	Citizenship Citizenship  Citizenship  Citizenship Citizenship  Citizenship
9	<ul style="list-style-type: none"> <li>Relationships and communication skills</li> <li>Recap and develop knowledge of HIV and AIDS. Also understand the difference</li> <li>Understand how to reduce the risk of HIV/AIDS/Transmission</li> <li>Global and individual responsibilities of HIV and Aids / Safe Sex</li> <li>Sexuality and Homophobic Bullying Module</li> <li>Teen pregnancy and abortion</li> <li>Appreciation of various religious beliefs re love, sex and marriage</li> <li>Internet safety / CEOPS / sexting / grooming</li> </ul>	Citizenship Citizenship  Citizenship Citizenship Citizenship Citizenship Citizenship Citizenship
10	<ul style="list-style-type: none"> <li>Relationships and communication skills</li> <li>Understand the main STI's, causes, effects and prevention</li> <li>Understand the effectiveness and use of different types of contraception and religious views</li> <li>To challenge and understand sexual stereotyping. To present material in a more accessible way for young people</li> <li>Discussion ie the age of consent</li> <li>Impact of teenage pregnancy and options and issues eg abortion.</li> <li>Breast, cervical and testicular cancer</li> <li>Sexual exploitation; different types of grooming</li> <li>Sexual trafficking</li> <li>Healthy/Unhealthy relationships; domestic abuse</li> <li>Impact of pornography</li> <li>Forced marriages</li> <li>CEOPS</li> </ul>	Citizenship Citizenship Citizenship  Citizenship  Citizenship Citizenship Citizenship

### **Methodology and Resources**

A wide range of teaching methods are used, that enable students to actively participate in their own learning. This includes use of quizzes, case studies, research, role play, video, small group discussion and use of appropriate guest speakers. Where it is regarded as particularly beneficial students are divided into single gender groups for a part of lessons or whole lessons. Occasional use of theatre in education productions and outside speakers will also form part of the programme.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that students are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to students.

### **Answering Students Questions**

The school believes that students should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a student may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with students and by taking an approach that encourages students to be mature and sensible.

If a teacher does not know the answer to a question they will acknowledge this and suggest that they and students research the answer to the question later. If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the student who asked it. If a question is too personal teachers will remind students about the ground rules and if necessary point out appropriate sources of support. If a teacher is concerned that a student is at risk of sexual abuse they will follow the school's child protection procedures.

### **Monitoring and Evaluation**

The programme is regularly evaluated by the RSE co-ordinator. The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

### **Parental Concerns and Withdrawal of Students**

Parents have a legal right to withdraw their children from dedicated 'sex education' lessons. They do not have a right to withdraw their children from those aspects of RSE that are taught in National Curriculum Science or where RSE issues arise incidentally in other subject areas. At the beginning of Year 7 a letter is sent to the home of every pupil, which is returned only if the parents wish their child withdrawn.

We will work in active partnership with parents/carers, value their views and keep them informed about our RSE provision. If a parent/carer has any concerns about the RSE provision we will take time to address their concerns and attempt to allay any fears they may have. If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision.

## **7. Pastoral Support For Students Who Experience Difficulties**

### **The nature of support available to students**

The school takes its role in the promotion of student welfare seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive pastoral support for students in a number of ways. Staff may be approached for help on an individual basis and through the tutorial / pastoral system. They offer a listening ear and, where appropriate, information and advice. The school nurse offers a health and support service to students. Where appropriate, students are referred to the school nurse and/or outside helping agencies. This includes counselling, which is arranged through Pastoral. The school will keep up to date about the development of local services and national help-lines for young people, promote their existence to students and endeavour to form working relationships with local agencies that are relevant to student needs.

### **Confidentiality and Informing Parents/Carers**

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child protection 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 child protection 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. Unless clearly inappropriate, students will always be encouraged to talk to their parent/carer.

### **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 Pupil Support Circular 10/99. 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.

### **8. Dissemination of the Policy**

The policy has been disseminated to The Head Teacher, Governors, SLT, the staff Handbook, and PSHE and Science Heads of Faculty.

### **10. Sources of Further Information**

This policy has drawn on:

\*DCSF 'Relationship and Sex Education Guidance' (2000).

\*Derbyshire Health Promoting Schools 'Relationships and Sex Education – Guidance for Derbyshire Primary, Secondary and Special Schools and Pupil Referral Units' (2002).

Both of these documents and further copies of this policy and other information about RSE can be obtained from Sue Allen, (Head of Citizenship).