



# **RELATIONSHIPS AND SEX EDUCATION POLICY**

## **1. Introduction**

This policy was drafted in the light of DfEE guidelines (July 2000) and in consultation with staff, students, parents, governors and health professionals.

This policy provides information on how we provide Relationship and Sex Education as part of the Personal, Social and Health Education and Citizenship framework. This is in addition to the statutory National Science Curriculum topics.

Parents have the right to withdraw their children from all or part of the relationship and sex education curriculum provided at school except for those parts included in the statutory National Curriculum. Any parent wishing to withdraw their child should be encouraged to make an appointment with the PSHE co-ordinator to discuss the matter.

This policy is made available to all staff, governors and parents on request.

This policy document identifies effective strategies that we will implement in this area of the curriculum and takes account of the OFSTED inspection framework, National Curriculum standards and the LA curriculum policy 'Entitlement and Achievement'.

## **2. Aims and Objectives**

This school believes that the essential aim of relationship and sex education should be to provide students with the knowledge and skills to enable them to make informed and responsible choices now and in later life, emphasising the benefits of a healthy lifestyle. We think that relationship and sex education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.

We have prioritised the following objectives;

- To promote pupils' self-esteem and confidence, especially in their relationships with others.
- To give accurate information about reproduction, contraception, safer sex, sexually transmitted infections, sexuality, sexual relationships and information about their entitlement to confidential helping services.
- To give students opportunities to explore and clarify some of their attitudes towards friendships, sexuality and gender.
- To encourage exploration of values and moral issues, hearing the points of view of others and respecting their own and other people's decisions, rights and bodies.
- To encourage the development of communication and decision making skills
- To help young people to develop skills to negotiate, avoid and resist unwanted sexual pressure.
- To give students a chance to explore ideas about family, marriage, parenting and the ways in which people care for each other, and the benefits of stable relationships
- To offer the forum for realistic discussion about the effects of early sexual activity and diverse attitudes towards this.
- To be responsive to differing needs and backgrounds.
- To prepare young people for transitions and later life.
- To fulfill statutory requirements and meet local targets.

### **3. Management and Co-ordination**

In accordance with government guidance this school has appointed a health co-ordinator . The co-ordinator has responsibility for supporting the implementation of the policy across the school, by providing advice and support to governors,

leadership group, learning managers, year managers, curriculum leaders, tutors and support staff.

The Co-ordinator will therefore ensure that:

- The relationship and sex education policy is disseminated to all members of the school community and is thoroughly discussed and understood
- Clear roles and responsibilities for policy implementation are identified
- The underpinning aims, values and attitudes of relationship and sex education are made explicit
- The development of good relationships is promoted within and beyond the school
- Equality of opportunity is promoted
- Provision is made for ongoing professional development and training within the field of relationship and sex education
- The link between sex and relationship education and other school policies is identified and made
- Staff are aware of supporting information and local and national resources that support PSHE and the teaching of RSE
- The school fosters relationships with local health services who can support both curriculum development and access to services
- External agencies are familiar with both the school's relationship and sex education policy and the confidentiality policy

#### **4. Staff Development**

All staff, including support staff, should have access to professional development and support that relates to the relationship and sex education curriculum and its style of delivery.

Areas of staff expertise and individual staff development needs will be identified through existing staff development systems. This will be ascertained through: e.g. lesson observation, staff discussions and performance management.

A range of provision will be identified that meets staff needs across a range of roles and responsibilities and appropriate training provided.

#### **5. The teaching of Relationship and Sex Education**

The following principles underpin the teaching of Relationship and Sex education:

- Teaching should be inclusive for all students
- Materials used in school must be in accordance with the PSHE framework and the law. Inappropriate images should not be used nor should explicit material not directly related to the explanation.
- There are strong and mutually supportive relationships outside marriage. Therefore , students should learn the significance of marriage and stable relationships as key building blocks of community and society. Teaching in this area needs to be sensitive so as not to stigmatise children on the basis of their home circumstances.
- Teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation.
- Teachers may need support and training to deliver the programme sensitively and effectively.
- Teachers should aim to generate an atmosphere of trust, responsibility and respect, where sensitive issues can be discussed ( through a non- personal context) without embarrassment or threat.

### **Curriculum Delivery**

Teaching about relationships and sex is provided as part of an integrated programme of Personal, Social and Health Education and Citizenship. This programme is relevant to the needs and experiences of all students, is flexible and develops as students get older. The programme is developed within a positive climate in which students and adults feel able to talk openly and honestly. This is delivered by tutors, with specialist support when appropriate and off timetable events.

The aim of the PSHE programme is to prepare young people for adult life in which they can:

- Develop positive values and build a moral framework that will guide their decisions, judgements and behaviour;
- Be aware of their sexuality and understand human sexuality;
- Understand and appreciate the reasons for having unprotected sex;

- Understand the consequences of their actions;
- Behave in a responsible way within sexual and pastoral relationships;
- Have the confidence and self-esteem to value themselves and others;
- Communicate effectively;
- Have sufficient information and skills to protect themselves and/ or their partner from unintended/ unwanted pregnancy, sexually transmitted infections;
- Avoid being exploited or exploiting others;
- Access confidential sexual health advice, support and if need be treatment;
- Know how the law applies to sexual relationships;
- Understand differing sexual orientation without prejudice.

Key Stage 3 Tutorial sessions will cover:

Year 7

- Puberty changes
- Feelings
- Creating positive relationships

Year 8

- Different types of relationships
- Talking about relationships and sex
- The Law
- Health services
- Contraception

Year 9

- Media and peer pressure on relationships
- Self esteem: R U ready? Discussion
- Pressure, influence and persuasion
- Impact of alcohol and sexual health
- Contraception and STI's

## Key Stage 4

### Year 10

- Values and attitudes in sexuality
- Relationships: family and marriage
- Relationship safety
- Moral and ethical issues: Abortion

### Year 11

- Sexual health
- Body image
- Financial impact for teen parents.

## Key Stage 5

- Exploring dilemmas in relationships
- Safe sex/STI's
- Identifying support agencies

In order to cover effectively all the aspects of relationship and sex education, a wide range of teaching and learning styles will need to be employed. The school aims to deliver this area of the curriculum through: peer education, group work, drama and role play and the involvement of outside agencies.

## Science

National curriculum science covers the following aspects of relationships and sex education.

### **Key Stage 3 programme of study unit: Attainment Target 2 Biology**

1. d) that fertilization in humans ..... is the fusion of a male and female cell
2. f) about the physical and emotional changes that take place during adolescence
  - g) about the human reproductive system, including the menstrual cycle and fertilization
  - h) how the foetus develops in the uterus
  - n) how the growth and reproduction of bacteria and the replication of viruses can affect health.

## **Key Stage 4 AQA GCSE Science**

2. f) the way in which hormonal control occurs, including the effects of hormones
  - g) some medical uses of hormones, including the control and promotion of fertility
  - l) the defence mechanisms of the body
3. How sex is determined in humans.

Schemes of work are available from the Science department.

## **Resources**

Every effort is made to ensure that the resources which support this area of the curriculum are up to date, relevant to students and presented in ways that are consistent with the fundamental aims of PSHE and Citizenship. Overall responsibility for relationship and sex education resources is held by the coordinator. (see Appendix 1: Checklist for selecting resources).

We will endeavour to record the names of young people who have missed vital units of work through absence (illness, holiday or exclusion) and provide future opportunities for them to revisit these themes.

## **External agencies and services**

The school values and encourages the involvement of external agencies and services in supporting the delivery of this area of the curriculum. Where other professionals are to be involved their contribution will be properly planned as part of the overall programme with formal agreement on content, delivery styles and monitoring processes. Their contribution will complement other teaching and be appropriate to the age and maturity of the students involved. Teachers will always be involved so they can deal with questions and concerns.

External services are currently provided by:

- SHADOW ( Sexual health and drug outreach work)

- CRASAC (Coventry rape and sexual abuse centre)
- One stop shop
- Tile Hill School nursing team
- The healthy education promotion team
- Breast Care, TIE charity
- Evolve
- We may refer students to health professionals as required

## **6 Working with parents**

The teaching of some aspects of relationship and sex education might be of particular concern for some parents. Teachers have a responsibility to ensure the safety and welfare of students and because teachers therefore act in loco parentis, parents may need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of relationship and sex education within the PSHE framework. Teachers and all those contributing to relationship and sex education are expected to work within an agreed value framework as described in the school's policy, which must be in line with current legislation.

Parents have the right to withdraw their child from all or part of the relationship and sex education provided at school except for those parts included in the statutory national curriculum.

**Notification of relationship and sex education programmes will be sent to parents before they are delivered.**

## **7. Equality of opportunity**

Students need to be given accurate information and helped to develop skills to enable them to understand difference, respect themselves and others, to prevent and remove prejudice. This will be supported in all areas of the curriculum and promoted as an important part of the school ethos.

In accordance with school and LEA policy, a commitment to Equal Opportunities will be built into all aspects of relationship and sex education. This policy links closely with the Equal Opportunities Policy, the Behaviour policy and the LA guidelines on Child Protection. We intend to meet individual student's needs to enable them to achieve academically and in their personal relationships. This may involve providing particular support for individual pupils. It is well documented that students are sometimes bullied because of their perceived sexual orientation. This school takes this and all forms of bullying seriously.

In line with DfEE guidance, teachers will be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer objective and helpful support.

## **8. Monitoring, assessing and reporting**

The provision for relationship and sex education will be monitored and evaluated on a yearly basis via student feedback questionnaires.

Understanding in relationship and sex education will be demonstrated through assessment against learning objectives which will be built into the curriculum planning. A variety of assessment techniques will be used including discussion, scrutiny of work and student self assessment.

Progress will be reported through the school reporting systems.

## **9. Confidentiality**

When individual students ask for further advice, in accordance with the DFE "Relationship and sex education guidance" we will:

- ensure that all staff, pupils and parents/carers are aware of our policy on confidentiality, how it works in practice and understand individual rights to confidentiality.
- ensure that pupils are informed of the limits of confidentiality that may be offered by teachers.
- use ground rules in lessons including the limits of confidentiality.
- ensure that pupils are informed of sources of confidential support, for example, the school nurse, counsellor, GP or local young person's advice service.
- encourage pupils to talk to their parents or carers and give them support to do so.
- Follow the Child Protection Code where a student discloses abuse.

## **9.1 Specific issues**

- Students who are withdrawn by their parents from particular sessions will be given alternative PSHE work to do separately
- Students who disclose particular personal problems which need specialist support will be referred by their Learning manager/ year manager to the appropriate agencies e.g. school nurse, Relate counselor
- Students will be supported to communicate issues with their parents.

## **9.2 Pregnancy and parenthood**

This school follows the Local Authority's procedures for supporting pregnant school girls and school aged mothers. The Reintegration Officer for Coventry will be notified of any confirmed pregnancy and, together with the school, will negotiate the most appropriate means of continuing the education of the young person concerned. The school's policy is to enable students to continue their education to their full potential.

**Signed:** \_\_\_\_\_  
(Chair of Quality & Standards Committee)

**Dated: Summer Term 2012**

**Review Date Due: Summer Term 2014**

# Appendix 1

## Checklist for selecting a resource for Relationship and Sex Education

- Is it consistent with your agreed RSE policy, course aims and objectives and values framework?
- Is it appropriate to the needs of your students in terms of language, image, attitude, maturity and understanding of the knowledge required?
- Does it avoid racism, sexism, gender and homophobic stereotyping?
- Does it exclude any young people on the basis of; e.g. home circumstance, gender, race, levels of literacy, culture, faith and religion, sexuality, disability?
- Does it include positive images of a range of young people?
- Can it be used as trigger material for discussions of difference or exclusiveness?
- Can the resource be adapted for use with all of the young people?
- Is it factually correct and up to date?
- Are there instructions on how to use the resource? Are they clear? Is the information for young people distinguishable from that for teachers? Are there any photocopyable handouts, which can be used to reinforce the learning?
- Is the resource well designed? Is it durable and easy to use/ store?
- Will it contribute to a broad relationship and sex programme?
- Does it encourage active and participatory learning methods?
- If you have used this resource before what formal or informal feedback did you receive from young people about it?

## Appendix 2

### CONFIDENTIALITY IN SCHOOLS

#### Confidentiality (in the Classroom)

What a student says or writes in the classroom is by definition not confidential. Teachers must ensure that pupils are aware of the boundaries of confidentiality by explicitly stating and discussing this with pupils during the development of ground rules for RSE lessons. This should include situations where confidentiality may be broken. Pupils should be encouraged to speak in general, rather than personal, terms and be supported to talk to parents or carers about individual issues. In order to be able to take responsibility for their own actions pupils should be informed about the law in relation to general sexual activity and access to confidential sources of support and services.

#### Confidentiality (Individually)

RSE which is delivered within the context of what is and is not acceptable within relationships, can lead to disclosure of a child protection issue where there is an indication that a child is at risk (see below).

If a teacher believes a pupil to be at risk he/she is obliged to inform the Child Protection Officer/Head Teacher, who will make a judgement concerning parental involvement. Only in very exceptional circumstances would a parent not be involved. For this reason, pupils should be made aware that teachers cannot promise confidentiality and where a pupil is deemed at risk as a result of a disclosure, every attempt should be made to ensure the pupil is aware that this information is being shared with the Child Protection Officer.

Students are deemed to be 'at risk' if they are:

- Involved in situations where they can endanger themselves or others
- Involved in situations where they are being exploited or are exploiting others
- Victims of physical./sexual/emotional abuse; this would require referral to the Child Protection Officer.

If a teacher learns from an under 16 year old that they are having, or contemplating having, sexual intercourse, they are not legally bound to inform the parents or head of such a disclosure, unless the head has specifically requested them to do so within the terms of their contract.

In such circumstances the teacher can maintain (but not promise) confidentiality, if in their judgement this seems to be in the best interests of the pupil and should take steps to ensure that:

- Where possible, the young person is persuaded to talk to their parent or carer.
- That the young person understands the need for advice on sexual health and is given precise information about where he/she can access confidential contraception and advice services.

- Child protection issues are addressed.

The School Governors and Leadership Group will support the staff member in exercising her/his professional judgement about what is in the young person's best interest.

### **Health Professionals**

- Health professionals are bound by their professional codes of conduct to maintain confidentiality. When working in a classroom situation, they are also bound by relevant school policies. In line with the best practice guidance outlined in section 11, they will seek to protect privacy and prevent inappropriate personal disclosures in a classroom setting, by negotiating ground rules and using distancing techniques.
- Outside the teaching situation, health professionals such as school nurses can:
  - Give one-to-one advice or information to a pupil on a health-related matter including contraception; and
  - Exercise their own professional judgement as to whether a young person has the maturity to consent to medical treatment including contraceptive treatment. (The criteria for making such a decision are based on the 'Fraser guidelines'... any competent young person, regardless of age, can independently seek medical advice and give valid consent to treatment).

### **The school nurse as health advisor/support for students**

The school nurse offers a completely confidential health service at lunchtime to students, on a drop-in basis, where any student can talk about emotional or physical health issues. This service is independent of the school, and offers a confidential service to pupils.

### **Procedure for involving outside educators including health professionals in the delivery of the programme**

External educators can make a valuable contribution to the sex and relationship education. They must be familiar with this policy and contribute to the programme as agreed with the teacher, subscribing to our school moral and values framework, and using resources and methods agreed with the teacher. The teacher will be present during the session, and will negotiate their own role during the class, in advance.