



RELATIONSHIP AND SEX EDUCATION POLICY

1. RATIONALE

A caring and developmental Relationship and Sex Education (RSE) programme needs to be more than just studying biology and the fundamentals of reproduction. Young people want reassurance about their identity, body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.

In planning and presenting a Relationship and Sex Education Programme, we need to give students the opportunity to express themselves within a trusted and safe environment. They need to articulate their thoughts, doubts and anxieties in order that they can build the skills needed to make responsible decisions, communicate effectively and develop healthy and appropriate relationships.

Central to the Relationship and Sex Education Programme is the growth of self-esteem and taking responsibility for oneself and one's actions. The development of students' self-esteem is essential to an effective health education programme. If young people feel positive and good about themselves they are more likely to take care of themselves, think positively of other people, and therefore, develop non-exploitive, caring relationships, they are also less likely to be exploited by others.

At Tor Bridge High our aim is to work in partnership with the Parents/Carers in order to give our students the knowledge, experience and skills necessary to empower them, so that they may be more in control of the decisions that affect their lives and the lives of people close to them.

This policy is in accordance with the amendment within the 'Children & Social Work Bill' (March 2017)

"The subjects would be made part of the basic school curriculum (as now for sex education in maintained secondary schools), which allows schools flexibility in developing their planned programme, integrated within a broad and balanced curriculum. All primary schools (maintained, academies or independent) will be required to provide relationships education (and will retain their 3 current choice to teach age-appropriate sex education). All secondary schools (maintained, academies or independent) will be required to provide RSE. Pending the outcome of review work, all primary and secondary schools may be required to provide PSHE or elements of it."

2. AIMS AND OBJECTIVES OF SEX EDUCATION

Tor Bridge High offers all students a well-planned programme of Relationship and Sex Education. This programme reflects the aims of the School, particularly those which:

- Promote the spiritual, moral, cultural, mental and physical development of students at the school and of the society; and
- Prepare students for the opportunities, responsibilities and experiences of adult life.

3. OBJECTIVES

To generate an atmosphere where questions of a sexual nature can be asked and answered openly without embarrassment, and where trust and confidentiality are ensured.

To enable students to develop knowledge, communication skills and understanding in order to facilitate personal decision making and reduce risk taking behaviours. Students will develop excellent understanding of relationships, sexual development, sexual consent and their human rights with regard to physical harm and sexual exploitation

To enable students to understand the impact of external factors, such as the media, internet, peer groups etc. and remain independent decision makers.

To enable students to develop the ability to form positive, non-exploitive relationships. Identifying the psychological and physical risks and legal ramifications around 'sexting' and pornography.

To enable students to be aware of personal, psychological, emotional and physical changes in themselves and others.

To develop understanding in the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.

To enable students to know what is and what is not legal in matters relating to sexual activity.

To inform students of where they can go for further information and advice.

4. MORAL AND VALUES FRAMEWORK

Relationship and Sex Education is always taught with due regard to moral and legal consideration and with the explicit values of family life and supportive relationships. It is taught by members of staff who are experienced and have been specifically trained in this aspect of education. Among the values promoted are:

- Respect for oneself and other people
- Taking responsibility for one's actions in all situations
- Honesty and loyalty in relationships
- The importance and responsibilities of the family unit for all members
- Sensitivity towards the needs and views of others
- To recognise the physical, emotional and moral implications, and risks, of certain types of behaviour
- To recognise and accept the differences of others

5. CURRICULUM

Relationship and Sex Education within Tor Bridge High is planned and delivered explicitly through PSHE lessons in year 9 and explored more broadly in our tutorial and assembly programme. Our policy reflects the belief that an effective Relationship and Sex Education programme is about personal development and relationships as well as biological facts. It embraces the needs of all students, recognising diverse backgrounds and special educational needs. It develops and explores knowledge, skills, attitudes and values around a range of topics. Teaching methods which encourage discussion, participation and the development of empathy are seen as the most effective.

A range of topics are covered in the Year 9 curriculum, such as:

- Different types of relationships, including friendships, family relationships, dealing with strangers and intimate relationships;
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- How relationships may affect health and wellbeing, including mental health;
- Healthy relationships and safety online; and
- Factual knowledge, around sex, sexual health and sexuality, set firmly within the context of relationships. *(March 2017 DfEE Policy Statement)*

The RSE programme aims to provide a basis for real understanding on which our students can make wise and informed choices, choices that will have direct and long-lasting relevance in their lives.

6. ROLE OF PARENTS/CARERS

The primary role of a child's sex education lies with the parent/carer and we therefore wish to build a positive and supporting relationship regarding RSE with the parents/carers of children at our school. Lesson objectives across the curriculum, including PSHE, are included in the school's prospectus and website. Parents/Carers have the right to withdraw their child from more sensitive lessons but RSE is seen as part of the basic educational entitlement of all pupils. Parent/Carers who wish to withdraw their child from lessons, are required to notify the school in writing prior to the lesson so that alternative provision can be made.

7. DEALING WITH SENSITIVE ISSUES

In dealing with matters of a sexual and sensitive nature all teachers need to be aware of the need for ground rules to be negotiated and clearly understood and adhered to by students. These include the respect for confidentiality, the use of appropriate and acceptable language, the necessity of limiting the scope of discussions of a personal nature and the respect of privacy by all parties.

In addition, teachers need to be aware that the giving of individual contraceptive advice to students is not appropriate and that such advice can only be given by a properly qualified health professional. If such advice is requested teachers should:

- Encourage students to discuss their concerns with their parents. Inform students where to seek such confidential advice e.g. from family G.P., school nurse, family planning or young people's advisory services.
- Where a teacher has a concern of a safeguarding or child protection nature a member of The Safeguarding Team should be informed and a record made on the online Child Protection Management System (CPOMS), as outlined in the schools Safeguarding & Child Protection Policy. Whilst the student has the right to expect discretion and support, staff will follow the protocol outlined in the School's Safeguarding Policy.

8. ASSESSMENT

Staff will use teaching and learning strategies that create an atmosphere of mutual trust and start from where the children are with learning assessments at the start of a unit of work, this will also highlight the current state of knowledge and understanding of the pupils. Students are encouraged to use appropriate language. Self and peer assessment opportunities are incorporated in planning.

9. DEVELOPING THE WHOLE CHILD

At Tor Bridge High we aim to support students to develop in all aspects of their life which includes health, personal safety, citizenship, preparation for working life and adulthood. In addition, we teach our students to be emotionally intelligent by teaching them about values, social skills, self-regulation, managing feelings and showing empathy to others and these are all central features of Relationships and Sex education at the School.

10. Evaluation

Schemes of Learning are reviewed in line with the schools self-evaluation framework; lesson observations, book trawls and student voice are used to monitor the effectiveness of the delivery.

11. REFERENCES

Children and Social Work Bill March 2017
Sex and Relationship Education Guidance July 2000
Good Practice in Sex Education
Sex Education Forum NCB 1995
Sex Education in Schools
Circular 5/95 DfEE 1994
The Education Act 1996 DfEE
Ofsted School Inspections Handbook August 2016
Excellence in Schools 1997 DfEE

Policy statement: relationships education, relationships and sex education, and personal, social, health and economic education March 2017 DfEE

SEAL (DfES 2010)

Author(s):	Head of PSHEE
Date:	22 March 2018
Review Date:	March 2021