



RELATIONSHIPS AND SEX EDUCATION POLICY

Written by: Miss L Pedlar/Mr A Edmonds

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National Guidance

This policy was developed in response to Relationship and Sex Education Guidance DfE 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme.

What is Relationship and Sex Education (RSE)?

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Principles and Values

In addition Brannel School believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Encourage every student to contribute to supporting each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Relationships and Sex Education at Brannel School has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about 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
- challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;

- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- 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;
- the avoidance of unplanned pregnancy.

Aims

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary know how the law applies to sexual relationships

Organisation and Content of Relationships and Sex Education

Brannel School specifically delivers Relationships and Sex Education through its tutor programme, Morals and Ethics (RE) and Science lessons at KS3 and KS4. In addition, RSE will be delivered through the PSHE programme which includes a number of collapsed timetable days throughout the year.

Much of the Relationships and Sex Education at Brannel School takes places within PSHE lessons during collapsed timetable days. Tutors will generally deliver the PSHE curriculum with support from professionals where appropriate. Tutors work closely with students over a number of years and we believe that they are usually the best people to work with the students on many of the RSE topics as they are aware of each student's individual

circumstances. Tutors are mindful of the vertical nature of our tutor system and adjust the scope of teaching according to the age groups within the room.

The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

The school has adopted the Christopher Winter RSE programme, which combines sexual health information with the challenges of responsibility, relationships and choice. Students are encouraged to consider how they can be happy, healthy and safe both physically and emotionally. Each year group will take part in a scheme of work with teaching materials that are appropriate to the age and emotional maturity of the pupils concerned.

Year 7: Puberty and adolescence

Year 8: Sexual health

Year 9: Sexual responsibility

Year 10: Relationship skills

Year 11: Safer Choices

The Year 7 scheme of work will be taught within the Opening Minds programme and Year 8, 9 and 10 will cover RSE in immersion days. RSE lessons for Year 11 will be delivered in Curriculum Enhancement lessons. A range of teaching methods will be utilised including class discussions, case studies and problem solving. The school will always respect how pupils choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be 'emerging'. The RSE curriculum will be sensitive to the different needs of individual students and may need to evolve and adapt over time as the pupil population changes. This policy supports the school's Anti-bullying policy, Equal Opportunities policy and Child Protection policy.

The course content and delivery will be monitored through the school's agreed monitoring and evaluation policy, by a member of the Senior Management and will include lesson observations, sampling of pupils' work and staff lesson records.

Additionally, assemblies will be led by appropriate senior staff and will, where possible, involve students in an active role. Staff teaching RSE will operate within a framework that clearly establishes what is appropriate and what is inappropriate in a whole class setting. Prior to topics being taught there will be clear ground rules agreed for the teaching group and visiting speakers will be expected to operate within these boundaries.

More expert or specialist teachers support tutors who are uncomfortable with teaching certain aspects of the curriculum. Support is offered from leaders who will help with the planning or delivery of lessons if required.

Assessment is carried out at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

Right of Withdrawal of Students from Relationships and Sex Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any RSE resources the school uses.

Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or headteacher of any disclosure unless the headteacher has specifically requested them to do so.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

Monitoring and Evaluation of Relationship and Sex Education

Senior Leader oversight of the delivery of Relationship and Sex Education at Brannel Schools lies with the Pastoral Assistant Headteacher. They will manage the pastoral team in ensuring that the PSHE elements are delivered to all Year Groups at the most appropriate time.

The Governors Curriculum, Standards and Students Committee is responsible for overseeing, reviewing and organising the revision of the Relationship and Sex Education Policy

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.