



Whitleigh Primary and Sir John Hunt Federated Governing Body Policy for:

Sir John Hunt Community Sports College

Policy title: Relationships and Sex Education

Approval body: SJH SLT

Date adopted: July 2020

Next review: July 2021

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity but about the choices students may face and providing them with the knowledge to make informed decisions about all relationships, not just sexual.

SLT Link Personal Development (Inc. RSE) – Mike Carpenter

College Personal Development Lead – Jo Harris

Designated SL – Oliver Marner

College link Governor – Roger Galloway

The policy provides specific detail on the College's delivery of RSE which forms one strand of the College's wider Personal Development programme.

The aims of relationship and sex education (RSE) at our school are to:

- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The aim of SE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It will provide a framework in which sensitive discussion can take place to prepare students for puberty, give

them an understanding of sexual development, and the importance of health and hygiene. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship, and to create a positive culture around issues of sexuality and relationships. It will help students to develop feelings of self-respect, confidence and empathy. It will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. We will also ensure students are given the opportunity to use the correct vocabulary to describe themselves and their bodies. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

1.0 Background legislation

- This policy has been written with regard to the guidance issued by the Secretary of State as outlined in Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)

Legislation and government policy relating to RSE

Policy and Guidance

- Working together to safeguard children 2018.
- Keeping Children Safe in Education 2019.
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)
- Sex and relationship education (RSE) for the 21st Century.
- Plymouth Safeguarding Children Board – Policies and Guidance:
<http://www.plymouthscb.co.uk/>

Legislation

- Children Act 1989.
- Children Act 2004.
- Safeguarding vulnerable groups Act 2006.
- Protection of Freedoms Act 2012.
- Children and Families Act 2014.
- Education Act 2011.
- Adoption and Children's Act 2002.
- Female Genital Mutilation Act 2003.
- Sexual Offences Act 2003.
- Children and Adoption Act 2006.
- Children and Young Persons Act 2008.
- Border, Citizenship and Immigration Act 2009.
- Apprenticeship, Skills Children and Learning Act 2009.

Policy guidance and legislation has also been read and planned with reference to the following government publications:

- What to do if you are worried a child is being abused – Advice for practitioners March 2015.
- Working together to Safeguard Children – A guide to inter-agency working to safeguard and promote the welfare of children March 2018.

- Keeping Children Safe in Education statutory guidance for schools and colleges – September 2019.
- Revised Prevent Duty Guidance for England and Wales 2019.

The *Education Act 1996* consolidated all previous legislation and key points related to RSE are:

- Have due regard to moral consideration and the value of family life.
- The RSE policy and programme of study is in accordance with the national curriculum statutory PSHEE programme of study for both KS3 and KS4 (National Curriculum Statutory Guidance 2015) and the law.

The *Learning and Skills Act 2000* requires that:

- young people learn about the nature of marriage and its importance for family life and bringing up children.
- young people are protected from teaching and materials which are inappropriate, having regard to the age and the religious and cultural background of the students 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.

The Government have announced new statutory requirements for the delivery of RSE in 2019. Due regard has been given to the secretary of state's guidance notes (2019) when compiling this policy and the programme at the College.

2.0 Principles

- Sir John Hunt Community Sports College is committed to the outcomes of 'Help children to achieve more' and believes that we have a duty to support our students through the curriculum in being healthy, staying safe, to enjoy and achieve, to make a positive contribution and to achieve economic wellbeing.
- Effective sex and relationship education is an essential contributor to ensuring that all children and young people are able to make informed choices and reach their full potential in life. The College works towards the principles of the five Every Child Matters outcomes for all its students. Best practice suggests that ground rules are negotiated and acknowledged, students are consulted about their learning needs and assessments are used to inform schemes of work as deemed appropriate to age and maturity. Sex and relationship education is best when it is participative, takes place in a safe and comfortable environment and enables children and young people to explore thoughts, attitudes and values.
- The College values the importance of its pastoral role in the welfare of its students, and through the general ethos of the College, we seek to encourage and develop young people's learning and ensure support appropriate to their needs is accessible.
- This policy has been developed collaboratively by members of the College community, including students, parents/carers, staff, and others where appropriate. It is made available to all staff, and parents via our website.

3.0 Aims of Relationship and Sex Education

- To provide a safe, healthy environment in which students and staff can learn and develop.
- To ensure all members of the College community know and understand the rules of the College and the expectations about their behaviour.
- To encourage and enable students to appreciate the benefits of a healthy lifestyle.
- To enable students to make reasoned, informed decisions and choices.
- To minimise the risks associated with students' sexual behaviour.
- To address and take account of local community needs, including the differences and diversity within the College community.
- To support and engage parents/carers and students in their own personal learning and responsibilities.
- To enable young people and staff to access support structures (including the voluntary sector), e.g., The Zone, Connexions Service, counselling, School nurse, GP and GUM clinic.
- To monitor, evaluate and review learning outcomes for students.
- To work with PCC and outside agencies, including the voluntary sector, to secure and support a balanced delivery of a sex and relationship education programme, e.g. School sex and relationship Education Advisers, Youth Service, other schools, the Healthy Schools Programme, Health Promotion and Health Care professionals.
- To teach about relationships, love and care and the responsibilities of parenthood as well as sex.
- To build self-esteem.
- To teach the taking on of responsibility and the consequences of one's actions in relation to sexual activity and parenthood.
- To provide young people with information about different types of contraception, safe sex and how they can access local sources of further advice and treatment.
- To give young people a clear understanding of the arguments for delaying sexual activity and resisting pressure.
- To link sex and relationship education with issues of peer pressure and other risk taking behaviour, such as drugs, smoking and alcohol.
- To ensure young people understand how the law applies to sexual relationships.
- To develop safe relationships including social media.
- To focus on boys and young men as well as girls and young women.
- To inform students regarding sexual identity and sexual orientation.

4.0 Objectives for Relationship and Sex Education

- To promote students' 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 explore the effects and impact of the media and peer pressure.
- To enable students to develop ways of delaying early sexual relationships.
- To be responsive to differing needs and backgrounds.
- To prepare young people for transitions and later life.
- To fulfil statutory requirements and meet local targets.

4.1 How and where do we deliver RSE:

RSE is taught within the Personal Development Curriculum. Biological aspects of RSE are taught within the Science Curriculum. The Personal Development Audit curriculum maps out where other aspects of RSE are delivered and the Drop Down Day schedule outlines where all remaining aspects are delivered.

We also endeavour to get students in KS4 a session delivered by the Zone, specialists in delivering sensitive content.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

- We have developed the curriculum in consultation with parents, pupils and staff taking into account the needs and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online.
- For more information about the content of RSE curriculum, see the curriculum map in Appendix 2.

5.0 Attitudes, Values and Skills and Attributes

5.1 Students are taught:

- To recognise value in their own learning through positive reflections and development of assertiveness and coping skills.
- Confidence building and effective communication skills.
- About themselves and their achievements, recognising mistakes, problem solving, making positive changes and setting personal goals.

- To recognise risky behaviour (including recognising links between RSE & drug & alcohol education) and risk taking within different situations and identifying appropriate responses.
- That pressure to behave inappropriately or to take risks can come from a variety of sources, including people they know, film and television, songs and the media.
- To recognise that peer pressure is not just a young people's issue and that it occurs in society (go on have one for the road).
- How to seek/ask for help and use basic techniques for resisting peer or unwanted pressure in order to minimise harm to themselves or others.
- That their actions affect themselves and others, to respect and care about other people's feelings, practising perspective taking skills.
- That communication and problem solving skills are central to bringing about a positive change in attitudes and actions.
- Identifying that how you feel, think and behave in situations may be linked to a substance, set and setting.
- Research local and national services.

6.0 Staff Development

This College has an ongoing programme for professional development. Support and Professional Learning (CPL) opportunities, for all College staff will be made available through training strategies provided by the College's Personal Development Lead, utilising training offered by the PSHE Plymouth Hub. Drop-In Sessions will be hosted regularly throughout the year for staff to attend in the lead up to Drop Down Days as required.

7.0 Monitoring, Evaluating and Reviewing

There is a named co-ordinator and a linked Governor for sex and relationship education and policy development as identified on the front sheet.

Co-ordination of delivery methodology, content and evaluation of RSE by the Personal Development Lead and SLT link.

The relevant staff monitor and evaluate RSE by:

- Annual review of policy and provision
- Tutors evaluate Personal Development and RSE resources and provide feedback to their Pastoral Leader who will in turn feedback to the Personal Development Lead
- RSE and Personal Development aspects of curriculum are reviewed by Curriculum Leaders annually through the Curriculum Audit
- Pastoral Leaders evaluate content of collapsed days and external visitors.
- Tutor activity and assemblies are quality assured by Pastoral Leaders.
- Pastoral Leaders foster good working relationships with external agencies and pass on relevant information and evaluation to colleagues.
- Student Voice / Student Council feedback.
- Evaluate Professional Learning relating to RSE on BlueSky.
- Learning Walks by the Personal Development Lead and SLT during College Drop Down Days
- Before and after surveys / activities to ascertain progress in student's understanding.

Sex and relationship education is reviewed in line with current PCC and Government guidelines.

8.0 Specific Issues

Staff are aware that views around RSE related issues are varied and are often viewed as being controversial. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that students are able to form their own, informed opinions but also respect others that may have a different view.

9.0 Confidentiality

The College will:

- ensure that all staff, students and parents/carers are aware of our policy on confidentiality, how it works in practice and understand individual rights to confidentiality;
- ensure that students 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 group work and teaching methods are structured in such a way as to avoid personal disclosures;
- advise students where they can access confidential support;
- ensure that students are informed of sources of confidential support, for example, the school nurse, counsellor, GP or local young person's advice service;
- encourage students to talk to their parents or carers and give them support to do so;
- staff will always follow the College's child protection procedures.

10.0 Differentiation and Additional Educational Needs

The needs of students with SEND will be taken into account by the teacher who may need to provide a variety of resources, different activities or specific support to some students. Where students' Individual Education Plans (IEP) identifies targets relating to their personal development, the teacher will ensure that opportunities are planned to support students in achieving these.

11.0 Dealing with questions

Both formal and informal RSE questions arising from students are answered according to the age and maturity of the student concerned. The College believes that individual teachers must use their skill and discretion in this area and refer to the Personal Development Lead for advice or the Child Protection Officer if they are concerned about the students' welfare.

12.0 Sexual Identity and Sexual Orientation

The College believes that sex and relationship education should meet the needs of all the students regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly, yet sensitively. The College will liaise with parents and the pastoral team as required.

13.0 Parents have the right to withdraw their children from the non-statutory components of RSE up until the third term before their 16th birthday. Requests for withdrawal should be put in writing and addressed to the Principal. A copy of withdrawal requests will be placed in the pupil's educational record. The Principal and appropriate representatives will discuss the

request with parents and take appropriate action. An opt-out system will remain in place for withdrawal with alternative work given to pupils who are withdrawn from RSE.

14.0 Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE in line with RSE guidance
5. Ratification – once amendments were made, the policy was shared with governors and ratified

15.0 Roles and Responsibilities

1. The Governing Body- Approve the RSE policy and hold the Principal to account for its implementation.
2. The Principal- Ensure that RSE is taught consistently across the school and manage requests to withdraw pupils from non-statutory components of RSE
3. Staff- Teaching Staff are responsible for:
 - Delivering RSE in a sensitive way
 - Modelling positive attitudes to RSE
 - Monitoring progress
 - Responding to the needs of individual pupils
 - Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.

For individual staff responsibilities, see the front sheet of this policy document.

4. Pupils- engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Appendix A

Checklist for Use of Visitors in Delivery of Sex and Relationship Education

Visitors and staff from a range of statutory and voluntary agencies can support and enhance sex and relationship education programmes when part of the College's Personal Development programme. However, they should not be used to abdicate the responsibility of the College, and be relied upon solely to deliver sex and relationship education. The use of visitors needs to be part of a planned, coherent and integrated approach.

Before involving a visitor, it is useful to consider the following:

- Consistency with school's ethos, values, sex and relationship policy and approach to sex and relationship education.
- The most appropriate source of information/support – why do you want the agency's involvement?
- What is the visitor expected to do?
- What will the teacher's contribution to the session be?
- Is it clear to the visitor that the teacher will remain in the classroom?
- What preparation will be necessary, i.e. classroom layout, size of groups, content of session, A/V equipment etc.?
- Has the visitor been checked for their DBS?
- Have confidentiality issues been clarified, avoiding inappropriate disclosures?
- How will the session be followed up?
- How will the input be evaluated?
- Is parental consent required?

Appendix B

Year group specific content

Drop Down Day Delivery Timetable for RSE*

Year 7

Healthy Relationships
Friendships
Families
Marriage
Stereotypes
Managing Unhealthy Relationships

Year 8

Bullying
Sexual Harassment and Violence
Criminal Behaviour in Relationships
Equality

Year 9 (Delivered by External Providers)

Intimate Relationships
Choices around Sex
Peer Pressure around Sex

Year 10 (Delivered by External Providers)

Contraception
Pregnancy and Choices
Reproductive Health
STIs

Year 11 (Delivered by External Providers)

Contraception
STIs

*A full copy of the DDD content for each year group relating to all the Personal Development themes can be requested by emailing admin@sjhcsc.co.uk