



Regency High School

Relationships and Sex Education Policy

Written by: Sara Harding
Authorised by: Chair of Governors

Date: October 2017
Review Date: October 2018

Signed by: *S. Harding* (Policy Author)

Date: *20th March 2018*

Signed by: *PA Soper* (Chair of Governors)

Date: *20.03.18*

Relationships and Sex Education Policy

Parents will be informed about the policy through the school's website where they can view this policy.

The policy will be available on the school's website to parents through curriculum planning and medium term planning of the policy as implemented through the PSHE curriculum. There is also a copy of the policy available from the school office.

This policy has been developed in accordance with the principles established by the following:

Children Acts 1989, 2004, 2014, DfEE SRE guidance 2000, The Academies Act 2010, Brook Sex and Relationship Education Fit for the 21st century. 2011, GOV.UK guidance PSHE 2013, SRE for the 21st century supplementary advice DfEE (0116/2000) 2014, 'Working Together to Safeguard Children' 2015, 'Keeping Children Safe in Education' 2016, the PSHE Association curriculum guidance 2017.

What is relationships and sex education (RSE)?

It 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. It is not about the promotion of sexual orientation or sexual activity.

What are our statutory requirements?

Sex education is not currently compulsory, however, in March 2017, the government tabled amendments to the Children and Social Work Bill. This Bill was passed in April 2017. The Act makes it a requirement that all secondary schools in England teach relationships and sex education (RSE).

The Act also requires PSHE to be taught in all schools in England, including academies. All aspects of the Act are to be implemented in schools from September 2019.

What are the objectives of teaching RSE?

Relationships and sex education, as delivered through the PSHE curriculum, is designed to ensure pupils are taught the knowledge and life skills they will need to stay safe and develop healthy and supportive relationships, particularly dealing with the challenges of growing up in a rapidly changing online world.

Former Education Secretary Justine Greening said:

“RSE and PSHE teach children and young people how to stay safe and healthy, and how to negotiate some of the personal and social challenges they will face growing up and as adults. These subjects form part of the building blocks young people need to thrive in modern Britain. At the moment, too many young people feel they don’t have the RSE they need to stay safe and navigate becoming an adult”.

From DfE School and college qualifications and curriculum policy.

RSE plays an important part in fulfilling the statutory duties all schools have to meet. As section 2.1 of the National Curriculum framework (DfE, 2013) states:

‘Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.’

These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5). The government has made it clear that all state schools ‘should make provision for personal, social, health and economic education (PSHE), drawing on good practice’. (National Curriculum in England, DfE, 2013) and

That ‘relationship and sex education (RSE) is an important part of PSHE education’ (Guidance – PSHE education, DfE, 2013).

Can I withdraw my child from RSE lessons?

Currently in any school that provides RSE, parents have the right to withdraw their children from all or part of RSE as taught through the PSHE curriculum.

You cannot withdraw your child from sex education as delivered through the Science National Curriculum.

At Regency High School, we will offer single sex groups to support different cultural and religious stances, offer alternative lessons and provide support work for parents who request it, after they have made the decision to withdraw their child from RSE lessons.

How is RSE taught?

RSE has three main elements:

1. Attitudes and values:

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage, 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.

2. 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

3. Knowledge and understanding:

- Learning and understanding physical development at appropriate stages. This is also covered in our Science curriculum.
- 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; and the avoidance of unplanned pregnancy.

Why is relationships and sex education so important in our school?

We believe that a robust RSE policy is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people need to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships.
- RSE plays a vital part in meeting our school's safeguarding obligations. Ofsted have said that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships. *Please see Regency High School's Safeguarding Policy.*
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

What are Regency High School's aims and objectives for RSE?

Regency High School's objectives for relationships and sex education are to help and support young people through their physical, emotional and moral development. We will deliver a programme, as part of your child's PSHE curriculum. The aim is to help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

It is our aim to help develop essential skills and attributes, such as self-esteem, managing risk and resisting peer pressure which pupils can apply to a range of areas; and which address related factors such as alcohol and drugs, media literacy, and equality and prejudice.

Regency High School therefore recognises it is best practice for RSE to be taught as part of a broader PSHE curriculum, to help pupils to develop the skills, knowledge and personal attributes they need to manage their lives.

Relationships 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.

Effective relationships and sex education does not encourage early sexual experimentation. It teaches young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity.

It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people.

When will this policy be reviewed?

Regency High School's relationship and sex education policy will be reviewed and amended, as necessary, annually. This will ensure we can include lessons on emerging issues such as online pornography, sexting and staying safe online. Updates will take guidance from the new internet safety green paper due out late 2017, which will set out a series of steps to make the internet a safer place for young people.

What we will do to ensure we provide high quality relationships and sex education at Regency High School:

- Encourage partnership between home and school.
- Ensure children and young people's views are listened to and reflect this in lesson planning and teaching.
- Ensure lessons are relevant to pupils at each stage in their development and maturity.
- Ensure teachers will be trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent.
- Foster the acquisition of knowledge, the development of life skills and respectful attitudes and values.
- Allow sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- Ensure our lessons help pupils understand online and offline safety, consent, violence and exploitation. This will be supported in other curriculum areas including ICT.
- Ensure content is both medically and factually correct and treats sex as a normal and pleasurable fact of life, within a stable and loving relationship where partners have equal power.
- Ensure content is inclusive of differences including: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experiences.
- Ensure content uses active learning methods, and is well planned, assessed and evaluated.

- Help pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- Our Relationship and Sex Education curriculum will teach pupils about the law and their rights to confidentiality, even if they are under 16, whilst taking account of the guidance around Gillick Competency. The curriculum is linked to school-based and community health services and organisations.
- Promote equality in relationships, recognise and challenge gender inequality and reflect boys' and girls' different experiences and needs.

Overall, we at Regency High School believe this will contribute to:

- A positive ethos and environment for learning.
- Support for safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school.
- Foster a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships.
- Help pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice (both local and national).
- Reducing early sexual activity, teenage pregnancy, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying.

How will the programme be monitored and reviewed?

The monitoring and evaluation of the RSE programme will be achieved through sampling of lesson plans, classroom observations and feedback from teachers and pupils. Teachers will have access to continuing professional development, and support from the PSHE and Citizenship Leader as required.

Confidentiality and Safeguarding

Teachers will ensure that ground rules are agreed within RSE lessons for each class. This ensures a safe environment for group discussion and exploring the topics. Information given, and views expressed by pupils, should be treated in confidence wherever possible. It is recognised that RSE may, through use of visual resources/discussion of appropriate and inappropriate behaviour, lead to disclosure of a safeguarding issue. In such instances the teacher will inform the Designated Safeguarding Lead (DSL).

Regency High School's RSE curriculum

Lessons will be tailored to individual pupil needs and developmental and emotional age. They will be responsive to individual needs and life stages.

PMLD:

Lessons will cover body awareness and touch awareness, safe and unsafe touching. This will be presented as part of each pupil's personalised PSHE curriculum.

SLD and MLD:

Lessons may consider relationships, body image and stereotyping, sexual health, contraception, pregnancy and parenthood, as well as more sensitive topics, including, abuse, violence in relationships, FGM, sexting and pornography.

The content is divided into distinct topics for Key Stages 3, 4 and 5 each containing broad learning intentions and clear learning outcomes. The resource is designed so that teachers can identify appropriate learning intentions and outcomes for their pupils from the different topics.

Key Stage 3

- Puberty
- Positive relationships
- Keeping safe

Key Stage 4

- Exploring relationships
 - Safe sex and relationships
 - Parenting
 - Body image and stereotyping
- Some units will be accredited with Asdan.

Key Stage 5

- Different types of relationships
- STDs and minimising risk
- Parenting issues for younger people
- Body image and stereotyping

Some units will be accredited with NOCN.

Further information about relationship and sex education is available:

- Through the Local Authority PSHE advisory service and local Health Promotion Units.
- From a range of national statutory bodies and voluntary organisations such as the Sex Education Forum based at the National Children's Bureau.

- On the Healthy Schools Programme website Wired for Health (www.wiredforhealth.gov.uk).
- Youth Access - championing advice and counselling
<http://www.youthaccess.org.uk/supernav/links>