

# RELATIONSHIP AND SEX EDUCATION POLICY

**DRAFT**



<b><i>Policy Ratified on</i></b>	
<b><i>Signed Chair of Governors</i></b>	
<b><i>Signed Head Teacher</i></b>	

## Sidestrand Hall School

### Relationships and Sex Education Policy

#### Introduction

Relationships and Sex Education is learning about the physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Great care is taken to engender learners a respect for different attitudes and values with regard to religious and cultural issues.

#### Aims

The aim of RSA is to provide our learners with information appropriate to their level of understanding. At the highest level it should explore attitudes and values and develop skills in order to empower learners to make positive decisions about their health and behaviour. This should take place with consideration of the qualities of relationships and families. At the lower level, learners should be taught to have an awareness of their bodies and an awareness of their relationships with other people, including appropriate behaviour in different types of relationships. Our RSE programme forms an important part of safeguarding and teaches about abuse including abusive relationships.

#### Objectives

- To provide the knowledge and information to which all learners are entitled
- To provide learners with information about their own disability so that they have an understanding of the impact this will have on their lives, while at the same time fostering a positive self-image and focusing on the learner's strengths
- To provide information, present options and discuss situations that will enable learners to make informed, responsible decisions about their sexual health
- To establish a school environment that provides a positive attitude to sex education
- To raise learner's self-esteem and confidence, especially in their relationships with others
- To help learners to gain access to information and support
- To teach the skills for a healthier, safer lifestyle
- To teach communication skills and assertiveness skills to cope with the influences of peers and the media
- To teach learners to respect and care for their bodies
- To prepare learners for puberty and adulthood
- To help learners to understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help learners to develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To give learners the confidence to be participating members of society and to value themselves and others

#### Legal requirements

Parents/Carers have the right to withdraw their children from Sex Education lessons but not from content delivered through the science curriculum (detailed below)

#### **Key Stage 2**

Describe the life process of reproduction in some plants and animals

#### **Key Stage 3**

Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of Hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.

For further guidance on content see 'Sex and Relationship Education in Schools; January 2014.

Every child is entitled to receive RSE regardless of ethnicity, gender, age, culture, disability, sexuality, language, special educational needs, or whether they are disadvantaged or looked after children. It is our intention that all learners have the opportunity to experience a programme of RSE which is appropriate for their level of understanding and physical development.

**Relationship and Sex Education is statutory for all learners in Key Stage 3 and 4. Under the Education Act of 1993, parents have the right to withdraw their child from all or parts of the RSE programme. Once a child has been withdrawn, they cannot take part in later RSE without parental approval.**

### **Child Protection and Confidentiality**

It is essential when discussing an issue of this type with anyone that confidentiality (individually and in the classroom) is maintained and that we respect and consider the views and values of others. There are, however, issues where, for the protection of the child and teacher it is necessary to inform the appropriate authority. Such situations would include child abuse, sexual activity in pupils under 16 and pregnancy in a girl under 16.

As there are primary and secondary aged pupils in the school it is important that it is recognised that different issues may be more or less appropriate/sensitive at different ages.

If issues related to abuse arise during work on RSE these must be reported in writing to the Designated Safeguarding Lead.

Where there is concern about a pupil involving issues of a sexual nature (other than child abuse) e.g. fetish behaviour, inappropriate responses to others, a strategy meeting should be called which should be attended by all those involved with the pupil and a course of action identified that is appropriate to support the development of the pupil.

### **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

### **Delivery**

Relationships and Sex Education is currently taught during PHSE lessons and can be given more discreet time as required. RSE is delivered by classroom teachers but not always by class tutors. It is delivered in mixed gender groups, however, there may be occasions where single gender groups are more appropriate and relevant. The Long Term Plan for the teaching of RSE is attached to this policy, Appendix 1. Additionally, in Key Stage 4 and 5 accredited RSE unit awards are taught.

Teaching and resources will be differentiated as appropriate to address the needs of all learners in order for them to have full access to the content of Relationships and Sex Education.

### **Schedule for review and monitoring**

#### **Draft Policy**

**Implementation monitored by:** SRE lead Teacher and Key Stage leaders

**Review-** Every two years-earlier if there are significant developments or changes to legislation

**Next Review-** January 2020

## Appendix 1

	Class/ year group	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Stage 2	<b>Catkins (Yr 3/4)</b>	1	Myself and Others (Foundation stage)	Myself and Others (Foundation stage)	Family (Foundation Stage)	Body Awareness (Foundation Stage)	Body awareness (Foundation Stage)	Hygiene (Foundation Stage)
	<b>Catkins (Yr 3/4)</b>	2	Myself and others (Year 1) *	Body Parts (Year 1)	Family (Year 1)	Friendships (Year 1)	Friendships (Year 1)	Choices (Year 1)
	<b>Acorns (Yr 4/5)</b>	1	Body development (Year 2)	Looking after the body (Year 2)	Looking after the body (Year 2)	Safety (Year 2) *	Safety (Year 2) *	Secrets (Year 2) *
	<b>Acorns (Yr 4/5)</b>	2	Self Esteem (Year 3)	Self Esteem (Year 3)	Differences and Similarities (Year 3)	Differences and Similarities (Year 3)	Decision making (Year 3)	Safety (Year 3) *
	<b>Conkers (Yr 5/6)</b>	1	Emotions (Year 4)	Emotions (Year 4)	Change (Year 4)	Change (Year 4)	Assertiveness (Year 4)	Assertiveness (Year 4)
	<b>Conkers (Yr 5/6)</b>	2	Relationships (Year 5) *	Relationships (Year 5) *		Support Networks	Support Networks	Puberty
	<b>Olive (Yr 5/6)</b>	1	Emotions (Year 4)	Emotions (Year 4)	Change (Year 4)	Change (Year 4)	Assertiveness (Year 4)	Assertiveness (Year 4)
	<b>Olive (Yr 5/6)</b>	2	Relationships (Year 5)	Relationships (Year 5)		Support Networks	Support Networks	Safety (Year 3) *

Key stage 3	<b>Ash Yr 7</b>		Emotions (Year 4)	Emotions (Year 4)	Change (Year 4)	Change (Year 4)	Assertiveness (Year 4)	Assertiveness (Year 4)
	<b>Fig Yr 8</b>		Relationships (Year 5) *	Relationships (Year 5) *	Change (year 5)	Support Networks	Support Networks	Puberty
	<b>Birch Yr 8</b>		Relationships (Year 5) *	Relationships (Year 5) *	Change (year 5)	Support Networks	Support Networks	Puberty
	<b>Pine Yr 8/9</b>		Relationships (year 6)	Puberty and Hygiene	Reproduction and pregnancy	Resolving conflict	Taking Risks	Stereotyping
	<b>Oak Yr 8/9</b>		Relationships (year 6)	Puberty and Hygiene	Reproduction and pregnancy	Resolving conflict	Taking Risks	Stereotyping
	<b>Willow Yr 8/9</b>		Relationships (year 6)	Puberty and Hygiene	Reproduction and pregnancy	Resolving conflict	Taking Risks	Stereotyping
	<b>Bay ?</b>		<i>Myself and Others (Foundation stage)</i>	<i>Myself and Others (Foundation stage)</i>	<i>Family (Foundation Stage)</i>	<i>Body Awareness (Foundation Stage)</i>	<i>Body awareness (Foundation Stage)</i>	<i>Hygiene (Foundation Stage)</i>
Key stage 4	<b>Year 10</b>	1	AQA PSE011 RSE accredited course	Other PHSE areas	Other PHSE areas	Other PHSE areas	Personal hygiene Being safe and managing behaviour PREVENT Emergency services	Personal hygiene Being safe and managing behaviour PREVENT Emergency services

	<b>Year 11</b>	1	Gateway Understanding Relationships accredited course  AQA PSE012 accredited course group 1	AQA PSE012 accredited course group 2  Other PHSE areas	Other PHSE areas	Gateway – Understanding Rights and Responsibilities	Influence of the media on our image  Managing the use of social media to keep ourselves safe  Sexting	Summer continued
Key stage 5	<b>Year 12</b>		Friendships/Types of relationships  Bullying and conflict  Boyfriends and Girlfriends  Communication in relationships  The perfect partner  Consent	Other PHSE areas	Other PHSE areas	Staying Safe Online  Road Safety  Why do we have laws?  Legal rights  Legal age limits & consent	Other PHSE areas	Bullying  Prejudice and Discrimination - a look back at what we can learn from history.  Disability  Homophobia
	<b>Year 13</b>		Human Reproduction  Right Time sexual relationship  Contraception  Sexual Health  Peer pressure and Consent  Abusive relationships	Other PHSE areas	Other PHSE areas	Using the internet safely  Social Media and the law  Personal safety	Other PHSE areas	What is Diversity and multiculturalism?

	<b>Year 14</b>		<p>Review Contraception, Sexual Health, Consent</p> <p>Starting a family</p> <p>Pregnancy (planned and unplanned]</p> <p>Lesbian, Gay, Bisexual &amp;Transgender</p> <p>Sexism, porn and objectification</p>	Other PHSE areas	Other PHSE areas	<p>Texting and Sexting</p> <p>Social Media – When to report?</p> <p>The Internet: Know the risks and solutions</p> <p>The law and the internet</p>	Other PHSE areas	Other PHSE areas
--	----------------	--	--	------------------	------------------	--	------------------	------------------